

FAME AND FORTUNE

VOLUME XXXIII

PALMER

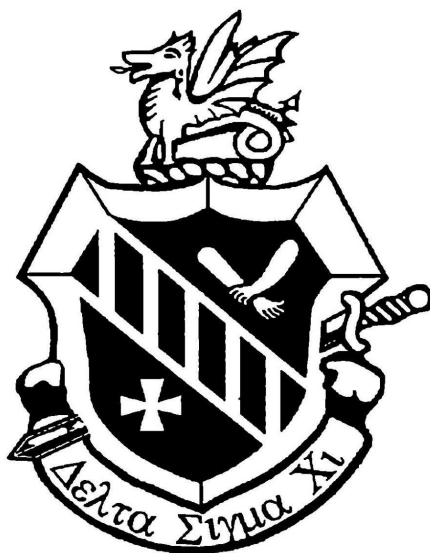
1955

FAME
AND
FORTUNE

WILLIAM
XXIII

PALMER
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Archived and Distributed
By Delta Sigma Chi Fraternity of Chiropractic,
Continuing the promotion of STRAIGHT Chiropractic



Dear Al Homer D

I love you because you
love all things we love



8/27/56



The lithographic copy of original oil painting finished by Benjamin D. K. Jackson, L.M.D., City

B. J. PALMER, J. L. M. D.

Developer of Chiropractic

"B. J. OF DAVENPORT"*

**—philosopher, scientist, artist, builder, hobbyist, musician, author,
lecturer, publisher, art connoisseur—the bit of a mortal
human whom Innate Intelligence developed.**

***Oil Portrait by Raymond P. R. Nelson Studios, 131 East 66th Street, New York City**

HUMAN RIGHTS TO LAUGH, LOVE,
AND LIVE LONGER

*(This talk gives people something to fight AGAINST,
something to fight FOR, and HOW to fight it.)*

DEDICATED
TO
THE RIGHTS OF THE SICK
TO
THE DOCTOR AND METHOD
OF
THEIR CHOICE.

FAME *and* FORTUNE
and
THE KNOW-HOW *and*
SHOW-HOW TO
ATTAIN IT

By

B. J. PALMER, D.C., Ph.C.

President, the Palmer School of Chiropractic

CHIROPRACTIC FOUNTAIN HEAD
DAVENPORT, IOWA, U. S. A.

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DAVENPORT, IOWA

We never know

How far reaching

Something we may think,

say or do, today

Will affect the lives

Of millions tomorrow.

It is better

To light one candle,

Than to curse the darkness.

Get the Idea,

All else follows.

FOREWORD

Is there a secret, sesame, key, open door method or process to attain success—fame and fortune? Is there a way, a path, a route which ALL could follow IF they knew HOW?

Some men and women have gone up AND UP; but the great majority are at or near the bottom—and stay there. WHY and HOW do the few great get up; the near-great slip and slide somewhere between bottom and top; and the mass exist on skid-row?

The ambitious try hard—often too hard—and fail. Others seemingly don't try and get there in spite of themselves. Thinkers seek some rule, law to "find themselves" in the battle to climb. Is "education", per se, and MORE education the right or wrong road to travel?

This author has proven by his life, there IS a know-how. In this talk he gives the show-how. From below the bottom, from sleeping in dry goods boxes in alleys, like a rat on a nest of packing papers, up the hill to building an empire of his own, fighting insurmountable obstacles and hurdles that would daunt millions—in this talk he tells and explains WHAT directed his every major decision.

He presents THE method whereby the GREATER INNER INTELLECTUALITY that IS all, KNOWS all, can and does reach down to, enter and create powerful thots, ideas and ideals.

This talk does not present a mass and mess of fairy tales or theories, nor is it a phantasmagoria of ethereal rainbows. He is not some ranting raving preacher spewing words and more words without telling how to apply them. It is a hard, practical, down-to-earth series of facts chiselled out of many post-graduate courses in the Universities of Hard-Knocks. His life is one of proving by doing. He has proved by his work and works that what he here tells works if the listener or reader will let it work.

From time to time, here and there, he has delivered this talk, or parts of it, to various interested groups. Listeners

consist of those on various rungs of the ladder between bottom and top. Frequently, parts are misunderstood, especially parts where he disagrees with sects, creeds, theologies, preachers and what they say, or don't know what to say. He is assailed by people steeped in antique misunderstood emotions, passions and prejudices, who want to be saved and don't know how, who have closed minds. Because of length, breadth, depth and height of gap between them and him, parts of his presentations are remembered, others forgotten, hence misunderstood in application.

This talk is packed full of practical meat of years of know-how and show-how, more than an average mind can hear, absorb and digest in one listening talk. Because of many requests the unabridged subject matter has now been printed in book form, may be purchased at lecture hall door, at time sections are spoken, that they may be taken home and studied at leisure. The average mind cannot remember all said, does not clearly understand all said and invariably some points hit hard are later in dispute over coffee-break or teacups. Too often what he actually said or meant is misinterpreted or misquoted. By having a copy, sections can be referred to and correctly restated.

He has been frequently advised by well-wishers to omit certain references. So long as they become a vital element of human behavior and are essentially necessary to be elaborated to apply the principle he espouses, the author has seen fit to incorporate them.

Listeners, and readers, sometimes think in some sections he is in error. When TOTAL subject matter, as HE presents it, is PROPERLY pieced together as parts of a whole, listener will find what seems "radical", will clarify if given study of ALL parts as EACH BLENDS with all others. The "radical" of yesterday IS the modern of today. The "radical" of today will become common usage tomorrow.

The speaker is frank, sometimes brutally so. In one hour no speaker can fully present his life's work and works in proving there IS a Greater Inner Intellectual Power which can and does reach down to and enter some people to create more powerful, successful thots, ideas and ideals; or how persons at bottom can effortlessly reach IT, get IT to enter their lives and

elevate them up to greater and better ways of living to accomplish more.

Thru this, and many other talks in his library of thirty-five printed works, he has helped many millions to open their minds, to better understand, and to practice what he tells so vividly.

Dedication

This talk was dedicated to Wm. Harris, D.C., and delivered at the Dedication of the Harris Chiropractic Clinic, 413 Broad Avenue, Albany, Georgia, June 21, 1953.

"Bill" Harris is one of the ever-growing number of our people who are "Innate-educated persons." He knows Innate and lets his Innate work thru and with him. He fully understands the magnitude of this talk.

Letter from Bill, June 14, 1953, says:

"Mr. McIntosh, the man who will introduce you at our radio-dedication program, is one of the truly great newspaper men of Georgia. In spite of his position as editor for about 50 years, the oldest living daily newspaper editor in this State, commands the respect and appreciation of all who know him. We had a small part in helping Innate restore his wife's health.

"We pledge our best efforts to make your stay a pleasant and memorable one. My best to you. May you be blessed in terms of your heart's desires."

Chapter I

STRONGEST LINK

The **STRONGEST** link in the **CHIROPRACTIC** chain of principles and practices is the understanding, knowledge, and acknowledgment of the **PRACTICAL** application of **Innate Intelligence** as a **WORKING** reality within and internal to all **LIVING** creatures, regardless;

—that workable and working intellectuality which generates, transmits and expresses itself **BETWEEN** source in brain, ending in tissue cell; between brain and body, via nerves.

When brain **GENERATION**, nerve **TRANSMISSION**, and tissue cell **EXPRESSION** are in **NORMAL** quantity between brain and body, life **IS** normal, function **IS** natural, and health **IS** a living par quality. **Innate**, in **ITS** infinite wisdom, has set up its abode at a place and in a manner beyond reach of any and all its educated offspring, in **Innate** portion of brain, thinking and acting in such manner that **IT** and **ITS RESIDENCE** cannot be and **NEVER ARE** interfered with in any manner.

BETWEEN generation **IN BRAIN** and expression **IN TISSUE CELL**, **THERE CAN BE** AND **USUALLY IS** interference via transmission over nerves in all vertebrata, especially species homo sapiens. This interference occurs **ONLY** at **ONE** area: the occipito - atlantal - axial region of spinal column, between skull and backbone, be it biped, quadruped, or any other vertebrata.

Nerve fibers are an **EXTENTIONAL** prolongation development of brain cell continuity **TO** tissue cell. To reduce their quantity **CARRYING CAPACITY**, by interference, is to **REDUCE** quantity functional activity **IN** periphery **IN** tissue cell, **REDUCING** its frequency of speed of action per unit of time—be that minute, hour, day, week, month, or year; permitting **TIME** to grow a functional or pathological dis-ease. To **REDUCE** functional rate of speed is to **REDUCE** its individual functional product, or its commingling multiple by-products, in exact ratio as functional activity has been **REDUCED** and its product corresponding loss of **QUALITY** values in relationship with other products of other organs.

TIME is the important element in destruction of normal to abnormal, health to dis-ease, life to death.

Concussion of forces, wherein EXTERNAL invasionary force clashes with INTERNAL resisting force, wherein EXTERNAL ACCIDENTALLY tries to invade, and Innate INTERNALLY INTENTIONALLY tries to resist, can PROduce either fracture, dislocation, misalignment, or subluxation of continuity of OSSEOUS structure of bony frame work of vertebrata.

Chiropractic confines itself to KNOWLEDGE of, LOCATION of, POSITION of, CAUSATION of, and CORRECTION of, PROduction and REDuction of vertebral subluxation only at place of its location. This process is manual, by hands only, reversing law of PROduction to REDuction.

Vertebral subluxation OCCLUDES an intervertebral foramen thru which pass spinal cord and/or spinal nerves. REDuction in diameter and/or circumference of spinal or intervertebral canal or foramen PROduces constricting PRESSURES upon nerves, REDucing THEIR diameter and/or circumference, thus REDucing THEIR carrying or transmitting capacity, PROducing an actual "short" or shortening of continuity flow of continuous nerve force or mental impulse supply BETWEEN normal source of origination(brain) and abnormal place of expression (tissue cell).

When vertebral subluxation IS ADJUSTED—it being A MECHANICAL MISALIGNMENT of a segment of the human MECHANICAL LINE-SHAFT—it RELEASES pressures upon spinal cord or spinal nerves; RESTORATION of normal QUANTITY flow of nerve force or INNATE MENTAL IMPULSE SUPPLY takes place; TRANSMISSION between Innate and function abstracts, brain and body concretes, IS RESTORED, producing normal quality of health.

When NORMAL quantity flow REACHES TISSUE CELL, it INCREASES functional activity, INCREASING its speed of action, INCREASING its functional rate of function, INCREASING its product or by-product in exact ratio as functional activity has been INCREASED, re-establishing corresponding QUALITY values to its inter-relationships with other products of other organs.

Chapter II

TIME

TIME is the great element in restoration of abnormal TO normal, dis-ease to ease, death TO life.

Principle and practice of Chiropractic is single AND simple. When there IS a complete cyclic continuity of matter FROM EFFERENT brain cell, THRU nerve fiber, TO tissue cell, AND a complete cyclic continuity FROM AFFERENT tissue cell, THRU nerve fiber, BACK TO brain cell, and there IS a continuity free flow of normal quantity of Innate abstract nerve force or mental impulse supply FLOWING BOTH WAYS thruout continuity of cyclic matter, then there would be a normal flow of Innate intellectual FUNCTIONAL energy EFFERENTLY, and a normal flow of Innate intellectual SENSE impressions AFFERENTLY, thruout the continuity cycle of matter. Life, health, and function WILL BE at par level at all times in all ways, directing, controlling, and governing life. Innate alone is THE ONLY source OF KNOWING what that par level internally IS.

Inasmuch as the inherent INNATE INTELLIGENCE residing IN Innate brain, is ALWAYS normal, ready, willing, anxious to meet all internal necessities, both normal and abnormal, it is now free to accomplish its living and healthful objectives INTERNALLY, without further activities or molestations on part of any outside second-hand "educated" being, regardless of external method thot advisable or necessary to "aid nature" to do its duty.

That there IS an abstract, mental, soul or spiritual study of LIVING objects, is obvious. That there IS a concrete, physical, corporeal study of inanimate objects, is plain. That either or both have been and are THE theaters of man's study of man, is evident. That neither can or does exist BY IT-SELF, independent of other, is consistent. That each has long been regarded as separate, divisible, dis-united in his studies, is clear. That students theoretically KNOW that the two ARE together in LIVING man, is visible. Yet, for pur-

pose of PRACTICING THE ARTS of good and bad; sins, evils and diseases; religions and dogmas of each divided half, they HAVE BEEN separated into TWO categories, apart from each other. In one instance we have CHRISTIAN SCIENTISTS, metaphysicians, psychologists, psychiatrists, hypnotists, etc. In other group we have physicians, materia medica, surgeons, "scientists" (sic), including endless sub-divisions of therapists who TREAT DISEASE, per se, including MATERIALISTIC remedies applied to or into the PHYSICAL body to "cure" or "heal" PHYSICAL ills.

That the two NEVER HAVE BEEN practically applied TOGETHER, as one, in THEIR arts, one to, into or thru the other, is self-evident. If they had, sins, evils, and diseases; religions and dogmas would be naturally explained and NORMALLY corrected; and if they had, dis-eases, per se, would be made normal naturally. That each half acknowledges ITS half; that each half acknowledges presence of OTHER half, in theory; that each half thinks ITS one-half is THE TOTALITY for purposes of study AND practice, is apparent. That neither half IS the whole, is unmistakable. That BOTH are vitally essential to each other half, is acknowledged, yet never made real because of a lack of knowledge of WHERE, WHEN, HOW, AND WHY, in living man, they CAN BE and frequently do become PARTIALLY separated one from other; or WHERE, WHEN, HOW, and WHY they CAN BE united, one INTO other, and thus become entirely united.

The ONLY practical APPLIED principle and practice, in study or art, of THE answer of WHERE, HOW, WHEN, and WHY they CAN BE and ARE united, is contained in knowledge of Innate as one fuses and blends into matter when permitted to do so uninterrupted, uninterfered with BETWEEN one AND other.

Knowledge of VERTEBRAL SUBLUXATION as CAUSE of interference, and VERTEBRAL ADJUSTMENT as CORRECTION OF CAUSE, solves ALL disunity and unity of two halves to make ONE UNITY mind and matter which blends each into other.

The conflict on part of human beings between knowledge of and lack of knowledge of this inborn or born-in Innate is

inculcated because of two universal adverse educational influences:

- (a) medical adverse theories, and
- (b) religious adverse dogmas.

Chapter III

ONE CONFLICT

Medical men admit God on Sunday, admit "nature cures" other six days, in theory, and deny BOTH seven days of week when THEY prescribe pills, powders, potions, prescriptions, and injections, thinking SUBSTANCE THINGS from outside "cure" something physically wrong inside. Preachers of religions admit omnipresence, omnipotence, and omniscience of "The Kingdom of God is within you" from pulpit; preach this gospel with vehemence on Sunday; and when sick themselves, deny ability of internal God WITHIN man to get them well other six days of week, going to material medica materialists to have their material diseases therapeutically "healed" and "cured" by pills, powders, potions, prescriptions, and injections, thinking remedial things from OUTSIDE will cure something wrong INSIDE.

Medical men are in conflict between what THEY believe religiously and what THEY practice medically. Preachers are in conflict between what THEY preach religiously and what THEY do therapeutically when sick. There is NO consistency in principle or practice in either of their divided one-half dogmas or sciences. Medical men DENY there is an all-intellectual inseparable internal Innate Intelligence that gets sick people well. They ridicule Chiropractors who assert such is a factual actuality, calling our philosophy a "cult." Religious preachers assert there IS an all-external "God" that rules the universe, and DENY there is an internal God IN man.

Both medical men and preachers go to Chiropractors and get well because they permit the actual factual union of INNATE with THEIR PHYSICAL BODIES. Chiropractor has no such conflict. He KNOWS there IS an EXTERNAL Universal Intelligence and there IS ALSO an INTERNAL Innate Intelligence with which he cooperates, restoring one into and thru other.

Chapter IV

ULTIMATES

The ULTIMATE BUYING objective of sick is to get well. ULTIMATE SELLING objective of Chiropractor is to get sick well. If these two meet, all else ULTIMATELY follows.

Betwixt and between these two ULTIMATE objectives are two approaches, one which succeeds and one which fails.

1. ULTIMATE which succeeds is one which strictly, exclusively and inclusively, follows Innate development from above downward and from within outward, both IN patient and IN Chiropractor. The law of Innate, its principle and practice, is absolute and cannot be violated except to loss of both patient AND Chiropractor.

2. ULTIMATE which fails is where external economic-pressure, patient-pressure, competitive-pressure become INVOLVED; where money, what-the-patient wants done, incorporating methods other than Chiropractic by the man across the hall, next door, or down the block thinking he is "giving more for the money to please the patient" which actually introduces thinking giving less to get him well. A adds ONE thing NOT Chiropractic. B thinks he must add that one plus another. A now adds the two plus a third. B adds all three plus a fourth, and so multiplicity of divergences detracts from and dilutes Innate delivery in both Chiropractor AND Chiropractic patient.

Eventually, if EVERY Chiropractor follows second routine, Chiropractic is smothered and buried; and anti-chiropractic pro-medical methods come in, destroy health service and become lost in the jungle of failures which destroy health service to sick; and Chiropractor goes begging for dollars based on external-pressures.

Chapter V

AN ANALOGY

In NATIONAL GEOGRAPHIC (July, 1954) we find this analogy:

"The way to understand the telephone company, one A T & T public relations expert told me, is to think of it as a nerve system. Think of the country as a big scattered organism; the telephone wires link it together as your own nerves coordinate your body. At first the telephone wires carried only sounds and corresponded to the nerves that carry sound from your ear to your brain. Now, with television, they're carrying sight—there's the optic nerve. But your body also has motor nerves. Your brain sends a message along those nerves telling your finger to move, and it moves. Well, telephone wires do that, too."

As wonderfully complexed as telephone system is, it is as one drop compared to ocean, compared to human organism with its complexed brain, wires, messages flowing afferently and efferently. Notwithstanding it works as far as it goes, no phone system can possess several functions which human living body possesses, viz., (1) it has NO MEMORY to duplicate like actions under like conditions; (2) it cannot and does not REPAIR DAMAGES to itself as living human body does; (3) it cannot ADAPT itself to variables arising—such as storms, wires down, current flow broken—which a living human body can do; and (4) it CANNOT CONCEIVE CONCEPTIONS, REPRODUCE ITSELF by manufacturing seeds, plant them within itself, to generate, fertilize, and build units like itself, as living human body can do.

If an ACCIDENTAL SUBLUXATION occurs somewhere between generator and motors, diminishing its NORMAL QUOTA FLOW of electrical message conveying impulses, (5) IT CANNOT ACCIDENTALLY ADJUST ITSELF, restoring that flow, restoring its function of transmitting messages, as human living body often does.

Everywhere we see man ARTIFICIALLY duplicating parts of living human beings. Everywhere we see medical men denying all NATURAL elements which make living man live as he is.

Chapter VI

“NATURE”

While in Hollywood (January, 1954), witnessed an abdominal operation for removal of uterine tumor weighing eighteen pounds. This was in 3-D and color. During taking of picture, surgeon described what he was doing. Several times he referred to how “NATURE” did this or that.

What do YOU think or understand he could possibly MEAN by “Nature?” Was it an evasive and avoidance term? Did he use it glibly to imply SOMETHING he didn’t understand or couldn’t explain?

Some Chiropractors find themselves at crossroads in conflicts between what they WANT TO “believe,” WHICH to “believe” and “have faith” in, and WHAT TO KNOW AND WHAT TO PRACTICE to get sick well. They prefer not to oppose Biblical religions or medical sciences, so they wallow around in complexities of uncertainties of both, preferring to be an all-around adherent to nothing definite, specific, or workable.

Chapter VII

CONSTANTS

Innate is **THE ONLY** vertebral functional constant. It has been building people according to its constant, millions of years in millions of bodies, regardless of endless thousands of variables of variable theories of educated men who fluctuate from one to another from time to time.

Dis-ease is one or more types of abnormal variables from Innate functional constant which, being interfered with, deviating from its normal natural free flow, produces one or more functional variables here or there, in varying locations and degrees, according to unit of time it takes to unbuild constant to build variables.

Educated man concocts endless external variables to give to internal living man **HIS** variable external treatment to modify, amend, change, direct, or control internal sick variables, to regenerate, rehabilitate, rejuvenate, or restore constant of health. He thinks, by **ADDING** more external variables **TO** the already existing internal sick variables, he can create or artificially produce a complex constant. Multiplying variables never has, cannot, and will not produce a simple single constant of health. Only **INTERNAL INNATE**, which **IS THE ONLY CONSTANT**, can restore **THE INTERNAL** constant.

Chapter VIII

MEMORY

Innate Intelligence receives, interprets, records, and stores every contact it has ever made thru all former reincarnations in other forms: memories, habits, abilities, desires, hopes, fears, understandings, knowledges, experiences, etc. Here are patterns, sounds, inconceivable delicate calculations, brutally perfect urgencies; sounds of whispers heard years ago, delights experienced, complex structures of stresses of a bridge, exact pressures of a single nerve on a single fibre, precise curves of a lip; a hill, a flying ball, tones and shades of colors, glooms and raptures, faces of countless strangers, scents from a rose garden; fantastic prayers; inventions, poems, music, jokes, sums, problems solved, victories won, vision of a blade of grass and sky filled with stars.

One of the few great rewards of one educated fellow endeavoring to educate the education of another student is to see, occasionally, that indisguisable awakening taking place, aroused perhaps by some simple single remark. The student draws forth original ideas, from whence he knows not; his speech and writings; he changes rapidly. The student astonishes friends and parents, usually not himself for he is learning to use powers within himself.

One truth about the great productions of simple minds is that many were made by men who started life in ordinary, even unfavorable, situations. Isaac Newton was the son of a farmer. He was not even bright in boyhood. The founder of modern art-history, Johann Winckelmann, was miserably poor. An Italian was apprenticed to the trade of painting—this one was Leonardo da Vinci. Socrates was a stone mason in a city crowded with builders.

How do ordinary minds produce extraordinary products? They grow like trees in a jungle. They cannot be humanely cross-bred like selected animals. They exist in everything that lives. There are two methods of permitting them to develop. One is to give Innate the constant challenge; put problems

before it; produce issues for it to produce the solution. Let education SEEK the unexplored depths within himself.

“Educated” minds are capable of far more work than they have ever done. An average person uses most of his muscles during mature life, but leaves dormant large areas—perhaps two thirds—of his education. Individually, many people are lazy, slipshod. They know practically nothing about Innate within, and care less about its unlimited potentials. Things which usually prompt “inspired” action are poverty, error, hunger, and inhibitions.

Instead of HIM educationally coaxing Innate to give, he educationally lets Innate PUSH HIM.

Instead of him educationally trying to educate Innate, he lets Innate educationally educate his education—and there IS a gulf of difference.

Chapter IX

FUNCTION IS BILATERAL

Innate Intelligence is mysteriously remote, beyond reach, to human educations direct. IT is ineffable and illimitable. IT cannot be described or debated in words. Innate Intelligence is always present, intimate and closely associated with and in, directing every living tissue cell and gross organic function in its own natural living composite units. Innate Intelligence, as the source of life-in-matter, is never dead nor can IT be killed. IT can be dissociated from ITS matter in quantity and quality of living expression. No person can prescribe or give an aspirin or any drug to effect IT; neither can treatments stimulate or inhibit, change or modify, aid or add IT to matter.

Innate Intelligence within CONCEIVES AND BUILDS human units and functionates them as a BILATERAL being.

Examples:

- you can wink left eye and not right, and vice versa
- you can raise right cheek and not left, and vice versa
- you can move only one arm one direction, or other in another direction, and vice versa, or both simultaneously
- you can do the same with either leg
- tap dancer can move both feet and legs opposing each other.

Every function IS BI-LATERAL and can become abnormal same way.

- there can be perspiration in one part of one side, or on one lateral half, and not other
- one anatomical portion can be tumorous or cancerous and not its mate on opposite side
- one lung can have TB and not other
- one leg, arm, foot, finger can have elephantiasis, and not corresponding side or portion
- liver on right side can become pathological, and not spleen on left side
- monoplegia, paraplegia, hemiplegia, are examples of BI-

LATERAL paralyses

—one eye-lid can have ptosis, and not other.

Normal and abnormal **BI-LATERALITY** of delayed expressed action proves:

—brain is **BI-LATERAL**

—Innate that lives **THRU** bi-lateral brain works bi-laterally

—system of nerves emanating from two bi-lateral halves of brain are **BI-LATERAL** as they leave brains, go to and thru magnum foramen, down to and thru spinal canal, down to and thru spinal cord, on to and thru intervertebral foramina, out to all organs on each lateral half.

No two halves of any person are perfectly balanced in embryonic to adult expansion.

—no two hands, feet, sides of face, ears, weights, dimensions are duplicated **EXACTLY**.

Any occlusion, pressure or interference to this **BI-LATERAL** flow of Innate mental impulse **FROM** brain, **THRU** nerves, **TO** organs, will exhibit itself in **BI-LATERAL** abnormal function at peripheries of those **BI-LATERAL** nerves, depending upon which **BI-LATERAL** side of the **BI-LATERAL** cord or nerves is **BI-LATERALLY** interfered with and to which side of the body they are carrying function.

The **KNOWN** factor is **WHICH SIDE** functional disturbance is on. Further **KNOWN** factor is that **SUPERIOR** interference creating **INFERIOR** abnormality, and **WHICH SIDE** interference is on. The **UNKNOWN** factor is **WHAT DEGREE OF SUPERIOR** interference exists which can be explained by the **KNOWN** factor **OF DEGREE** of expressed abnormality at **INFERIOR** location.

All of this proves a **DEFINITE** schematic and systematization of blue-printing and construction of human bodies with an intelligent division of anatomical portions thru which a functional process is purposely designed and carried to completion in the unit as a whole so that if **ONE** half is interfered with, **OTHER** half can still work and live. This again proves **SPECIFIC** intellectual intent, **SPECIFIC** designed construction, **SPECIFIC** direction and location of function, to **SPECIFIC** organs, **SPECIFIC** nature of interference, a **SPECIFIC** cause, manner of **SPECIFIC** interference producing **SPECIFIC** dis-ease at a **SPECIFIC** area, which can be **SPE-**

CIFICALLY located and SPECIFICALLY CORRECTED. CHIROPRACTIC IS SPECIFIC OR IT IS NOTHING.

This simplification of division of mental direction, functional mental impulse supply, and functional abnormal potentials, disperses complex diagnostic guess-work as to what is where and why.

That which IS IMPORTANT is to locate SPECIFIC place of interference which diverts and perverts normal flow to abnormal one, which changes function from health to disease; and where and how to SPECIFICALLY correct it.

Every LIVING vertebrate can be compared to an electrical musical organ. WITHOUT electricity, it is structural, dead, inanimate, non-musical matter. It has all the POTENTIALS of ALL the music of the world. With electricity turned on, it still possesses ENDLESS musical potentials. Even then, it needs SOMETHING MORE: (a) a mentality with know-how and show-how, that knows combinations of notes to use; (b) what stops to turn on and off at tempos with pianissimos and crescendos to bring forth harmonious musical compositions. IN that organic structure is potentially ALL the music of ALL times IF the functioning mentality knows HOW TO bring it forth. In that organ is stored ALL music; past, present and future, composed and waiting to be. INTERNAL inactive discordant music cannot become active and harmonious IF every educated Tom-Dick-and-Harry, rattle-brained invader keeps butting in, interfering, trying to tell the organist HOW and WHAT to play. What can one expect when listening people arbitrarily and empirically keep dictating TO the organist WHAT to do, and HOW? Bedlam and confusion!

Every LIVING being, WITHOUT Innate mental impulse currents flowing thru it, is also structural, dead, inanimate, inactive, non-functionating matter. WITH Innate mental currents turned on, flowing freely, naturally, normally, to full quantity and quality, it possesses untold genius potentials. Even then, it needs something more: an Innate personality WITH know-how and show-how that knows WHAT nerves or combinations of nerves to flow its currents into and thru; what quantity and quality are necessary; what, when, how and why to turn them on or off, when to reduce or increase its flows in its actions and re-actions to environmental ne-

cessities, to accomplish healthy functional accomplishments.

The human organist (Innate Intelligence) knows which organs or combinations of organs to speak harmonious functional tunes.

Stored away in Innate are all memories of all philosophies, sciences and arts, music, literature, poetry, abilities, visions, wisdom, genius of all living things, how to PRODUCE and REPRODUCE, give life, expression and keep them living. There is knowledge, endless "genius", talent within all men and women of all times, in all history, waiting for educated people to discover and develop, PROVIDING those who live OUTSIDE the Innate, will PERMIT INNATE to open right stops, and come forth with every achievement of all people of all times, in all history. Innate CANNOT bring forth its exhaustless and endless wisdom into laps of educated people IF they clutter Innate with interferences to produce what IT alone has in ITS storehouse. Innate will bring forth ALL IT has, AND MORE, unknown, IF Innate is let alone, where Innate sits at the mental keyboard, turns on proper stops, at proper time, going to proper places, flows ITS internal knowledge to the external and is not interfered with.

What can be expected when educated mortals arbitrarily and empirically direct, suggest, dictate, criticize, force, goad and try to tell Innate what to do, where and how to pour forth what IT ALONE knows and is capable of doing? Permanent sick bedlam and therapeutical confusion such as we see in medicine today!

FOUR essentials are NECESSARY for healthful living:

1. Innate Intelligent mental DIRECTION.
2. Intelligent TRANSMISSION of Innate mental direction transmission, in right quality and quantity.
3. Intelligent EXPRESSION of Innate mental direction, in transmission, in right quality and quantity.
4. TIME to permit intelligent objectives to be developed.

The most overlooked, ignored or forgotten, is INTELLIGENT DIRECTION of Innate mental impulse supply, AS A PRINCIPLE OF KNOWLEDGE.

The next most important is interference to intelligent direction, intelligent transmission in right quantity and quality; and ITS RESTORATION when located and efficiently corrected, AS A METHOD OF PRACTICE.

Chapter X

WHAT IS SOURCE ?

What IS thot? What IS an idea? How is either manufactured or caused to exist? What IS the process by which a THOT or IDEA is created, changed, modified? What IS THE process by which QUALITY of thots or ideas comes into being? These answers are beyond the scope of man—always have been, always will be.

Education is a compilation of thots and ideas, in quantity and quality. Education is a voluntary external approach. None in the beginning, a few in babyhood, more in youth, still more as years accumulate them.

Education is based on what we observe, using our five senses, as we contact environment, external to internal. We accumulate sense impressions; they are transported to that portion of our brain that contacts the outside world; there they are interpreted. We sort them, arrange and re-arrange them, index and catalog them into classifications and categories, each set to its own. As time progresses we broaden, lengthen, and give depth to our comprehensions and understandings of our external relations to and with all people and things we associate with.

We START at birth with zero education. We die with its maximum, providing we have accumulated much and qualified it by purification of values. What use we voluntarily make of education depends upon its evaluations of correct or incorrect interpretations and conclusions reached in relationship with all we have absorbed.

From whence comes THAT with which it is made possible to think, to have logic and reason? How can NO education at birth produce itself? Does education come spontaneously; does it feed upon itself to perpetuate itself; or does it continue to be dependent upon some other source than itself—the same source it had in the beginning when it started at zero?

If, in absentia, in the beginning, it did not create itself, does not create itself at any time in life, then what IS source?

That education can make deductions; determine what it construes to be right from wrong; build philosophies, sciences and arts; construct buildings, bridges, tunnels, cars, with those thots and ideas it has accumulated, is obvious—but in behind all this these artificialities are compelled to draw from SOME source other THAN THAT which HE uses to accomplish these productions. Therefore, education still is an accumulative process of drawing from a CONSTANT PRIMARY source for SECONDARY ends.

That which IS important is KNOWLEDGE of PRIMARY source. WHAT it is, WHERE it is, HOW does the PRIMARY SOURCE MAKE POSSIBLE SECONDARY thinking we call education? Is education, in itself and by itself, THE ALL important? Is it a branch of the tree, with ideas but leaves on the branch. What IS and WHERE is the beginning, the tap-root, the seed that made possible the beginning?

SOMEWHERE there is a SOMETHING which creates, initiates, begins, from which all else sprouts—what the acorn is to the oak tree—where education is mental sprouts, branches, leaves.

SOMEWHERE there is a source which forms specialized patterns of living things male and female; vegetable, each to its kind; trees, plants, each confined to its species and family; horse and mare; bull and cow; where species and families do not naturally cross and, if forced to cross, revert back to natural species and family; that creates season, wet and dry, hot and cold.

WHERE AND WHAT is THAT SOMETHING over and beyond educated man that governs, controls, and directs more than he, or he himself; which produced him in utero, builds him to puberty, and then makes reproduction possible within.

Once the created unit is born—be it vegetable, reptile, equine, feline, bovine, canine, or genus homo—WHAT IS IT within itself, greater than education, that starts and continues to run, regulate, govern, and direct all internal functions, independent of education, even tho education be imbecile, idiotic, or insane?

Is it man's external education he soaks or laps up from environment; or is it apart from, independent of, all educated man thinks important and vital to know?

IF there IS a something else over, above, and beyond education, is it foolish or wise for education to think IT knows more, can direct better, than it ABOVE? Could education run the universe, yet it IS run. Could education build a baby, yet it is builded. Can education digest food, keep heart beating, do these things asleep and awake?

Is it educational common sense and conceivable that whatever IT is which created all living things, by millions for millions of years, knew how or didn't know how, was wise or ignorant, knew more or less than education picked up by stray methods, here and there, during some 60 or 80 years, even tho that education be of one, one thousand, or one million men and women? Sum total of ALL educations of ALL peoples could not build ONE baby, yet THE something within ONE man reproduces a seed, and ONE woman reproduces one ovum, and between them, in 280 days, the woman DOES build a baby. Obviously, this something is as the ocean to the educated drop of water.

Could ANY man or woman today build one baby? If so, how, where would he start? Could he create or re-create the mental acumen to formulate intelligence of ONE function, in one part, let alone ALL functions in ALL parts of one unit, much less ALL units of ALL the world? "Only God can build a tree!"

Is this inner super-ability a super knowledge beyond the ken of any one? Is it above and beyond that education which studies products—not the producer or re-producer?

If this inner super-intelligence is great enuf to produce, it is great enuf to repair it in the event of breakdowns. What about fractures, bruises, abrasions; what heals following surgery?

In one generation, man has conceived countless uses of electricity such as telegraph, telephone, radar, radio, television, automobile, aeroplane, submarine — between mechanics and petroleum products, plus electricity, he has revolutionized the world he lives WITH. BUT, while he has TRIED to improve on and in the inner mental and physical man, he has succeeded only in injuring, hurting, depleting him by designedly stimulating and inhibiting his inner forces and inner functions. He has not succeeded in improving them by so doing. Educated man has educationally developed everything OUTSIDE of him-

self, but he hasn't fathomed the depths of the inner man upstairs. He has developed uses of electricity, but he has not yet created electricity, nor does he know what IT is. In spite of this, the INNER fellow UPSTAIRS flows TO the OUTER fellow DOWNSTAIRS to make it possible for the fellow DOWNSTAIRS to do these things OUTSIDE himself. None of this OUTSIDE development would have been possible had it not FIRST existed in and within THE source of the inner fellow upstairs.

Electricity is not new; the educated fellow is just beginning to know how to use infinite energy. Telegraph, telephone, radar, television are varied uses of the same power. Man was the first automobile. Aeroplanes were birds. Submarines were fish. Things external, physical, have been adapted from natural internal principles found in the internal cosmos. Nothing internal, mental, has man made man better.

These "modern" scientific infidels who pace the internal ancient natural and normal laws, appeal to materialistic reactions of people to materialism. Who can study the workings of functions in living man and not feel there are supermental universities above our education where materialistic reason is utterly unreasonable. Above whatever the super-inner natural and normal is that made us, guides us, lives in us, may be another infinite which is only infinite physically and not infinite in the sense of escaping from the substance concepts of educated man.

Chapter XI

“EDUCATION”

Usual person (as well as average Chiropractor who fits into same rut) thinks he needs and must be “educated,” meaning thereby going to school, college, university; attend classes on certain subjects, so many hours on each; listen to didactic lectures; recite parrot-like; pass so many semesters; graduate and receive diploma and license—after which he becomes “formally efficient and competent” to earn a better substantial existence.

All this is a process of plastering and pilastering, layer upon layer of mahogany finish on cottonwood, to which he has been exposed by orthodox books and opinions, all of which is squeezed, pushed, crammed, and compressed from OUTSIDE TO INSIDE, from EXTERIOR of others to INTERIOR of him, which he is supposed to absorb, endorse, support, adopt and adapt until he becomes adept, and perpetuate as others before him have done.

American “educational” system transfers antiquated second-hand from books to brains. So long as “student” squeezes out on paper so it looks something like what was in books, he is “educated” and turned loose to show how little he can use any of it, which proves the system of developing a “thinking unit” is wrong. Little does he realize practically ALL great and near-great men and women WHO ALWAYS MOVED WORLDS, deciphering single and simple laws, principles, rules, regulations, and practices THAT WORK, have been UN-educated and heterodox thinkers, reasoners, logicians, and artists.

The greatest strides in human progress have come from UNCOMMON men and women. You have heard of Henry Ford, Steinmetz, Edison and many others. Imperative need of today is the leadership of UNCOMMON men and women. We need men and women who CANNOT BE INTIMIDATED, who ARE NOT CONCERNED WITH APPLAUSE METERS, who do not sell tomorrow FOR CHEERS TODAY, who ARE NOT

STAMPEDED INTO IMPETUOUS ACTION by superficial rumors. The common man has the know-how to become UNCOMMON if the common man will let THE UNCOMMON MAN use UNCOMMON ways to convert the COMMON man to the UNCOMMON man and let the UNCOMMON man lead him to attain ultimate objectives. A profession is weak or strong; it thrives or perishes upon what is truth.

Average "educated" person in OUR profession DEPLORES AND DENIES ALL value of medical therapeutics premised on supposition that health can come ONLY TO and must be applied INTO or ONTO the body from EXTERIOR TO INTERIOR, OUTSIDE TO INSIDE, to "cure" any and all sicknesses and dis-ease INSIDE.

To average individual today, inferior "education" is ne plus ultra, alpha and omega, the SUPER-conscious understanding of anything and everything. To him, supposition and "cult" of an INTERNAL Innate Intelligence in living things, from whence ALL intelligence flows, is the sub-non-unconscious state of being.

Chapter XII

CLARIFICATION

(For purposes of clarification and to prevent misunderstanding, we do not question values of SOME forms of SOME "educations" such as PRACTICALLY applied arts—as engineering, chemistry, electricity, etc., but we DO question value of ALL arts and practices OF MEDICINE, and DOGMAS OF SECTS, CREEDS, DENOMINATIONS OF RITUALS OF RELIGION as being fundamentally unsound, as taught, preached, and practiced today. This author knows he will be severely criticized for stating facts contained in this talk. "Why should he discuss religion connected WITH Chiropractic, knowing it will engender antagonisms from religious groups TOWARD Chiropractic. He HAS a right to discuss merits and demerits of Chiropractic VERSUS medicine, but why drag in religion when it is foreign and has no place in his particular field of research?" We feel justified in invading ANY field which has to do with all mental and physical ideology and how those affect welfare of sick mankind, to the end that we improve all of man's understanding of all of living man.)

We deplore the external, so-called educational process of pumping in ideas which is in vogue, because it makes automatic poll-parrots and robots of children and adults. We prefer pulling out personal initiative, drawing from that internal exhaustless Innate reservoir of all knowledge. External pumping in educational process weakens internal drawing out of internal knowledge. Where there is ONE outstanding example of strong independent thinker we find millions who are weak dependent blank repeaters, who mouth trite words of other blank repeaters who know no difference. HOW to develop self-made individuals is THE purpose of this book.

Average educated man thinks of himself as a SUPER stuffed individual, SUPERceding everything and everybody who knows less than he. He brays like a SUPER jackass, SUPERceding a SUPER God, until it comes to PRACTICAL things, and he comes down off his high educated throne and

plants his feet on terra firma. He likes to think of his subordinate thinking capable of talking UP TO this SUPER God, directing, controlling and counseling Him what to do, how, and why.

This SUPER God made earth, everything in and on it, even man. Man cannot make man or any part of him, but thinks he can BEGIN where God left off, and direct, control, and advise man what to do in every living, health and sickness exigency and emergency, He thinks of his education, per se, as something better and above Innate or Universal Intelligence. No matter where he turns, or how he thinks he thinks, there is always A SOMETHING over and above HIM, beyond him, that can do things HE can't. Only God can make a tree, but man can take ONE tree and make a million matches, and ONE match can burn down a million trees.

Man is great in artificial destruction and nil in natural construction. Man can asphyxiate, poison, shoot, drown living man, but never can replace life back into the matter he forced to move out. The life that lives, builds, grows man, his organs, his health and happiness, IS CONstructive and comes from a greater source than HE knows; yet HE likes to think that when something GOES WRONG internally in that man, his organs, his health or happiness, he alone can bray and pray its return with magic formula, pattern, and power he alone possesses. The egotistic magic medical wand he alone waves, possesses when he leaves college or university, can return health to sickness, normal functions to dying organs, happiness to sorrow, sanity where insanity performs.

On Sunday mornings, listen on radio to all preachers break down an analysis of all prayers. They are either a supplication for something you WANT or an appreciation for something you HAVE RECEIVED. In either event, what you EARN a right to receive from Innate or Universal Intelligence, they WILL GIVE, whether or not you supplicate or express appreciation. If prayer were an educated affirmation to bolster lagging courage, understanding, or waning or weakening understanding of one's knowledge of Innate or Universal, there could and would be less criticism of prayer.

Chapter XIII

H O W ?

HOW can THE TANGIBLE enter into and reach INTANGIBLE; CONCRETE contact ABSTRACT; MATERIAL converse with IMMATERIAL?

HOW can we reach back UP TO and PENETRATE into that INVISIBLE beyond the reach of "education", notwithstanding "education" thinks it CAN, DOES, AND WANTS TO DO ALL THIS AND MORE, EVEN DIRECTING AND CONTROLLING the all-powerful Innate?

ONLY answer we EDUCATIONALLY know HOW to reach Innate is to NOT TRY to REACH IT at all. Only answer we know IS TO DO NOTHING educationally, letting Innate COME TO YOU, if, as, and when INNATE WANTS TO contact you; letting Innate do this in its own way. This can be done ONLY by seeing that the channel of communication BETWEEN INNATE ABOVE AND EDUCATION BELOW is open, unobstructed, seeing there is no vertebral subluxation impeding interference between Innate AND education. This Chiropractic explanation should be simple, single, and easily understood.

THIS approach to THIS problem of HOW "education" CANNOT reach into innermost recesses of Innate, contradicts ALL present-day approaches which BELIEVE they CAN use "education" in varied ways to dig deep into the "subconscious," and direct and control INNATE to do its bidding.

You MAY THINK, optionally and educationally, a hope or desire. Remember at all times and in all ways everything YOU educationally think, hope, or wish is known to Innate as much as is EVERY OTHER FUNCTION taking place in human body. Innate acts and reacts for or against things that happen in human body. If NEEDED foods are sent to the stomach, Innate will act FAVORABLY on them. If DELETERIOUS foods are sent to stomach, Innate will react AGAINST them and expel them. Same is true with "educated" ideas. If they are constructive, helpful, needed, Innate will

act favorably; if they are destructive, unhelpful, Innate will rebel against them or refuse entirely to act on them.

Example: One day recently Margie Meinert was playing the pipe organ at our home. Educationally, I wanted her to play GOD BLESS OUR HOME. Innate knew I was educationally thinking that. Innate thot it was a reasonable and consistent request. Our Innate flashed that request to Margie's Innate, and in less than one second Margie suddenly stopped playing—in the middle of her number—and switched to our request. Afterwards, we asked Margie: "WHY did you suddenly change from playing what you were to the other number?" Her answer was characteristic. "I don't know. The idea just came TO ME and I THOT you would like it."

Innate acts, reacts, accepts or rejects an educated request or demand because Innate uses ITS OWN judgment, exercises its OWN discretion, and nothing you educationally think, say, or do CAN influence Innate to change ITS thinking values. You may request and Innate may reject. You may not request and Innate still will deliver what it knows you need. Too often we educationally think of Innate as a "SUB-conscious" mind instead of rightly thinking of Innate as "SUPER-conscious" with a will of its own to do or not do as IT ALONE thinks best for you, mentally and educationally, functionally and physically. Reverse of this type of thinking is what is THE great evil of our educational programs today.

Innate thot-flashes must flow normally between Innate brain and educated brain, must be received freely by education, accepted and acted upon for FULL value. IF education receives only a portion; hesitates, dilutes and distorts them with educated theories and ideas, they become mixed and messed. When education tries to stimulate or inhibit Innate thot-flashes with much erroneous education, it is as bad as trying to stimulate or inhibit Innate ORGANIC function with stimulative or inhibitive drugs.

Reduction in quantity flow of Innate mental impulses, produced by vertebral subluxation, between Innate brain and educated brain, is as bad TO THOT FUNCTION of education, as a reduction in quantity flow of Innate mental impulses is between Innate brain and organic structure to their functions in any other part of body. Education then becomes a thot-

mixer which is equivalent to a Chiropractic-chiropractor practice-mixer, where he tries to mix Chiropractic AND medicine, Chiropractic adjustment WITH medical treatments. Neither MIXES with success in production of either normal thinking or normal function.

Here is a simple example of what we mean when we say don't TRY TO FORCE INNATE up to or down to your educated level. Did you ever suffer from constipation, go to stool, and try to EDUCATIONALLY FORCE A BM? The harder you forced, the less results. If you would sit, relax, educationally think of something else, take your mind away from a BM, let INNATE do the work, give INNATE full direction and action, better results follow. Perhaps THAT is WHY so many people have a Sears-Roebuck catalog, a magazine, or book handy and wait FOR INNATE to deliver results, if, as and when ready.

We mention "thot-flashes", meaning that ideas from Innate TO educated DO come in a "flash"—a split part of a second. Here is proof:

Years ago, we met an engineer on 20th CENTURY LIMITED. He had midnight run from Syracuse to Buffalo. Road-bed was almost a straight line. In this stretch, train did 90 miles per hour. He told us this actual happening. There were two places necessary to blow whistle, one mile apart, or 45 seconds from one to other. He blew the first whistle, THEN FELL ASLEEP. During next 45 seconds, before he had to blow second whistle, one mile away, he saw his train wrecked, engine and several cars in ditch, steam rising, cars burning, people killed, some injured and screaming, ambulances hauling them away, etc. He went thru all the horrors of what would have taken hours—had it been a reality. He awakened in time to blow the whistle on second mile, 45 SECONDS later.

This shows how BRILLIANTLY, FULLY, AND INTENSELY Innate can and does FLASH thru entire series of detailed circumstances that WOULD HAVE TAKEN HOURS IF IT HAD ACTUALLY OCCURRED. It also shows that, while Innate took advantage of 45 seconds to thot-flash thru a series of events, THON also was aware of necessity of blowing that whistle; awakened engineer and HE BLEW WHISTLE, one

mile distant, 45 seconds later. This COULD HAVE BEEN Innate's method of warning this engineer of the tragic sequences if he fell asleep while pulling that train. Innate DOES NOT sleep. Innate KNOWS TIME. Innate awakened education TO BLOW whistle—all done in a thot-flash of 45 seconds.

Chapter XIV

INITIATIVE MEN

Most educated persons will laboriously struggle to keep from letting Innate commune with them. It IS important to create a blank period of meditation. You will be surprised at the increased productivity of correctness you achieve by dedicating 20 or 30 minutes a day to silent contemplation.

John D. Rockefeller was approached by one of his executives who complained that a colleague was paid \$50,000 a year and yet spent most of his time looking out the window. Rockefeller answered: "If you will look out the window and produce the kind of thoughts he does, I'll pay you \$50,000, too."

Charles F. Kettering of General Motors told how he came to develop the electric self-starter. A listener objected, saying: "But you used more current through the wires than established formulas allow." "I am not interested in formulas," Mr. Kettering replied, "I was interested in trying to start an automobile."

If one educationally labors long and no satisfactory solution appears, he will experience frustration. Creative people, writers, artists, composers, research scientists, Chiropractors often feel completely blocked off. If you have this experience, forget the whole business for time being, turn to something remote and entirely unrelated. Your education will continue to operate because Innate knows you seek an answer. This diversion period will help remove mental and emotional blocks that kept Innate from giving you the answer. From diversion comes illumination. You may be riding on a train, sitting on a park bench, walking down a country road, when suddenly comes that most exciting and rewarding of all human thrills—insight! It is one of those so-called "mystic" glimpses into the secret hiding place of all knowledge—a clear and sudden understanding that has always baffled mankind. And when it comes, grab it quickly, make a note of it at once. Don't let THAT answer get away. Shakespeare called it the moment "when imagination boldly comes forth in forms of things hitherto unknown." It came to Isaac Newton when the apple fell and he saw the law of gravitation.

Chapter XV

HIBERNATION

Majority of people hibernate mentally. They are born, exist a while in spite of themselves, then pass away in the limbo, never remembered for having done anything but to sycophant on others; putting little back, taking much from; never caring. They are prone to think of themselves. Like Topsy, they just came without their consent, more than likely the result of an accident in spite of prophylaxis, and here they are. They drag along from day to day, victims of circumstances. They don't know why they are here, what they are to do. They think of themselves—if they think at all—as an automaton, where the father—without knowing how—manufactures and spreads around a few human seeds promiscuously, deposits them when opportunity and good fortune make possible and give consent. Mother graciously supplies a few more wheels and a mainspring to the human family which keeps nine months time moving along. The two get together in some mysterious way; finally a running watch is ushered into the world; and AUTOMATICALLY it is supposed to give itself a winding up. It runs down at 70 or 80, if not sooner, unless main spring breaks, wheels gum up with dirt or works need oiling, or mechanism rusts and stops. Dirt sometimes accumulates and clogs machine. So many people regard themselves as automatic, autonomous, and an automaton. They shove in solids and liquids, let most of it go; and so they shuffle along until the end. They DO NOT KNOW there is A SOMETHING in and behind that governs and controls, which keeps on winding the machine every second, every year, that KNOWS-HOW and SHOWS-HOW better than any, all, or the best of educated men.

Chapter XVI

DIFFERENCES

"Conscious" is used to express varied states of how "education", per se, acknowledges HIS perceptions of himself as tops over and above any other mentality that may or may not be present within and in himself, such as his interpretations of five senses: acute, pain, vivid, sharp, keen, curious, tingling, sore, happy, comfortable, wretched, pleasant, intense, sudden, astute, partial, slow, weary, bitter, natural, normal, rational, and many others as he approaches problems of living, ways and means to solve inner unsolvable problems of inner subjective issues.

"Conscious" people understand "when we ARE conscious" or what happens when somebody hits us on the head and "we are unconscious"; or, the state of our "conscious" mind when we faint and are "unconscious." These terms apply to "conscious" education we educationally think we know we possess.

What about that "other MIND," if there BE an "other" mind—the SUB-conscious, NON-conscious, and UN-conscious something? Words are vehicles we apply to indicate understanding or lack of understanding of this "OTHER mind" if there be such, which seems so in doubt. Words are vehicles of understanding. "Sub," "non," and "un," conscious mean BENEATH, LESS THAN, INFERIOR TO. How much of internal human structural territory of living human functions does educated "conscious" mind direct, control, and govern in all parts, twenty-four hours a day, sleeping or waking? Very little, if any! How much of internal human structural territory living human functions does "sub"-conscious, "non"-conscious, or "un"-conscious mind—if there be such a "mind"—direct, control and govern in all parts, twenty-four hours a day, sleeping or waking? ALL OF IT! That understanding of controlling divisions of our intellects being basically fundamental, what's wrong with our educated "conscious" terminology as applied?

We speak of people being "insane." WHAT is "insane," by

contrast to WHAT is "sane?" What is hay-wire with an "idiot?" And what and where is COMPARISON between WHAT is "idiot" and WHAT is not "idiot?" What division of our directing, controlling, and governing powers that be is not yet developed in an infant? Is it "education," per se? Is there something else at work directing, controlling, and governing ALL internal living functions from moment of birth, notwithstanding there IS NO "education?" What divisional power of directing, controlling, and governing is absent in "amnesia?" What divisional power of directing, governing, and controlling living human bodies is PRESENT in "amnesia?" Is there lack of, loss of, absence of "conscious" direction of thinking? Is there a super-abundance of, presence of, some OTHER INTELLECT that keeps on keeping on in spite of rather than because of the deficiency of education?

In such cases as "insanity, idiocy, amnesia, infancy," do ALL internal living human structural functions continue with perfect regularity, direction, control, and governing powers? Is educated "conscious" mind, "conscious" or "unconscious?" Is the "SUB"-conscious, "NON"-conscious, or "UN"-conscious mind—if there be a "mind"—the ONLY one that is ALWAYS, constantly, continuously, and consistently conscious in spite of the lack of, loss of, absence of "conscious" thinking?

It IS the duty of the Chiropractor to understand these salient factors, to work with, to cooperate, and see that these inner forces are free to flow to restore sanity to insanity, normal thinking to idiocy, permit normal development of thinking in and to infant, and permit restoration of "consciousness" to "unconsciousness" of amnesia. It behooves him to study INNATE INTELLIGENCE more and by-pass all insane, idiotic, infantile, and amnesia inefficiencies of the distorted and twisted concepts of "education" in relationship with the greater directing, controlling, and governing fellow within.

Suppose

SUPPOSE there were no such thing as an Innate on the job, and your so-called "education" had to take over the job of running, directing, and controlling all your complexed internal functions, with your meager understanding or ability—could YOU take over and govern all human functions simultaneously?

SUPPOSE there were no such thing as an Innate on the job, and your so-called limited "education" had to take over—could you construct 60,000 miles of blood vessels, direct arterial and venous flow from heart to lungs, from lungs to heart, from heart to body, and from body to heart, twenty-four hours a day, from birth to death? And IF something went hay-wire, could YOU do that which would bring it back to normal?

SUPPOSE Innate were not on the job, and your so-called constricted "education" had to take over—could YOU keep proper balance in blood flow between oxygen intake and carbon dioxide exhalation to balance external environmental conditions of heat and cold? If they got out of balance as in fevers or chills, could YOU get them back to balance?

SUPPOSE there were no such thing as an Innate on the job, and your so-called confined education had to take over—could you direct breathing 1,000 times an hour, waking and sleeping, for twenty-four hours? Could you direct its diastolic and systolic rhythms, 2,500,000,000 times, and pump 6,500,000 gallons of blood weighing 258,500 tons? And, should they become irregular, either way, could YOU make them regular?

SUPPOSE there were no such thing as an Innate on the job, and your so-called book "education" had to take over—could YOU build a human brain dynamo, generating nerve force for all that body, and squeeze it all into the small space of a human skull, equal to an external electrical system equal to a skyscraper, power of Niagara to run it, and all of Niagara's water to cool it?

SUPPOSE there were no such thing as an Innate on the job, and your so-called college "education" had to take over and desired to, tried to, and thot it could—could YOU direct the RIGHT quantity of mental impulse nerve force flow to the right sets of muscles to walk, or maintain equilibrium? If they became paralyzed, could YOU externally goad, stimulate, or inhibit that flow and do a better job than Innate internally?

SUPPOSE there were no such thing as an Innate on the job, and your so-called Chiropractic "education" had to take

over—could YOU build a spinal cord so small as to equal an electrical cable over $27\frac{1}{2}$ feet in diameter?

SUPPOSE there were no such thing as an Innate on the job, and your so-called formal “education” had to take over—could you condense all eggs from which human population of earth has sprung into two and a half quarts; or all sperm cells into one-half an aspirin tablet?

Suppose there were no such thing as an Innate on the job, and your so-called SCHOLASTIC book larnin’ had to take over, could YOU, educationally, conceive and construct an internal working law of PROduction of violation of structural contiguity PROducing vertebral subluxations; and, educationally conceive and REconstruct the reversal of that law of how, when, where, and why of REDuction of vertebral subluxations, as THE single and simple internal cause and cure of all dis-ease; and do all this WITHOUT the aid, consent, or knowledge of external education; and then conceal that law so that man, in his educated egotism, conceit, and ignorance, could not and did not discover and develop it until 1895? If that law IS simple and single for Innate, why do so-called “educated” medical men, and some Chiropractors, find it difficult to understand, grasp, and apply this natural law of internal correction today?

SUPPOSE there were no such thing as an Innate on the job, as in a dead man, and your so-called restrained “education” had to take over—be it much or little—could you manufacture, construct, place, organize into proper groups, classify different kinds of cells such as muscular, ligamentous, cartilaginous, glandular, osseous, visceral, hair follicles, finger and toe-nail substances; set aside certain kinds of male and female sex organs and consistently organize all of them into systems, coordinate them into one harmonious baby boy or girl, child after child, century after century, biped and quadruped; start and keep them running smoothly, oiling all parts, keeping down friction, rebuilding and replacing worn parts, and do all this in 280 days?

IF your vast education could not construct ONE tissue cell or direct its function, how could your frontier “education” construct 400 trillion of them and direct ALL human func-

tions simultaneously, which course thru them continuously?

ALL of this educated man frankly admits he CANNOT do UNTIL some part or parts get sick; then everything is reversed. NOW he is the great magician; he can bring healthy rabbits out of sterile silk hats, plaster conglomerate some-things on outside, rub something on skin, inject multiple concoctions in buttocks, take endless kinds of pills in mouth, apply any one of a thousand stimulative or inhibitive treatments TO body—and, presto, external changes internal from sickness to health, from abnormal to normal, all because of what HE did!

If YOU “educationally,” can do none of all these things, why blow-up and brag about your massive egotistic “education” and play down as insignificant “sympathy,” “reflex action,” “sub-conscious,” “non-conscious,” “unconscious,” “cult?” Is it Innate which DOES these things?

If INNATE does all these things, to the perfection it does, WHY should infinitesimal “education” coax, cajole, wheedle, flatter, suggest, urge, whip, delude, deceive, goad, stimulate, inhibit, or command Innate WHAT to do, WHERE to do it, WHEN to do it, HOW to do it, or WHY to do it, when education is admittedly incapable?

Chapter XVII

EXAMPLES

We cite a few simple homely every-day observations—but they tell a realistic fact too many overlook.

Rub hand on a plow handle—result, callous. Touch a hot iron—result, blister. Cut skin—result, scar tissue. Fracture a bone—result, osseous symphysis. Bright light hits eye—result, contraction of pupil. These and many more occur in a LIVING person. WHY?

Rub hoe against hand of DEAD person—result, NO callous. Touch DEAD skin to hot iron—result, NO blister. Cut DEAD skin—result, NO scar. Break DEAD bones—result, NO osseous symphysis. WHY?

Tie a ROTTEN apple tightly against a LIVING apple growing on a tree—result, NOTHING happens to living, growing, expanding apple except that it keeps on living, growing, thriving. WHY?

Put that same rotten apple in a barrel of apples, detached from and disconnected from living, growing, thriving apple tree—result, it would soon putrefy every apple in the barrel. WHY?

Germes, microbes, bacteria have been likened to the rotten apple. They enter human LIVING body and, it is said, cause it to become sick. WHY do natural laws reverse themselves the moment they enter HUMAN body? SAME principle of LIVING resistance takes place THERE as in all other LIVING, GROWING, THRIVING natural objects.

SOME people call these antipodal laws ADAPTATION to environment; others an AUTOMATIC process; some physiologists say it is "sympathy" occurring in reflex arcs thru the sympathetic nervous system; some call it an autonomic reaction thru ganglia; some psychologists contend it is because of a PHYSICAL brain pattern that duplicates itself under like conditions.

We are simple minded enough to still ask: WHY one kind of reaction in LIVING people and NOT in DEAD people?

This process of change in LIVING bodies, in contrast to the lack of similar action in DEAD person, is an intellectual Innate Intelligence adaptative process at work IN one and NOT in other. And still some people call the study of this difference "a cult."

As Marcus Bach has so pungently stated, in his "HE CALLS IT INNATE,"

"How long and how often must the old philosophy of the kingdom within be repeated and restated and reinterpreted before the bystanders will become adventurers and hearers of the word will become doers as well?"

Chapter XVIII

DUALITIES

Evidence is testimony of things seen, heard, sensed, thot, known, and understood. There ARE TWO distinctive-dualities living in this human home of ours, evidenced by certain dominant observable facts:

1st. Sleep SEPARATES education from Innate; a condition where Innate arbitrarily, deliberately, and intentionally cuts off flow of mental impulses BETWEEN educated AND Innate brains. Innate remains "conscious" 24 hours a day; educated is NON-conscious during sleep. Dreams are a leakage, a semi-conscious state, where a little Innate is seeping thru to educated, usually distorting and exaggerating their normal relative and comparative values. IF educated can blank out IN THE CONSCIOUS hours and let Innate flow thru 100 per cent, THEN we have drawn on the exhaustless reservoir and we have so-called "miracles."

2nd. Sometimes excessive pain, horrible sights, prolonged wakefulness, complete exhaustion, Innate induces "fainting" which is another Innate arbitrary, intentional, and deliberate way of cutting off of flow during waking hours BETWEEN Innate and Educated brains.

3rd. A person is "educationally" sane. He goes "insane." What HAS he lost? He continues to eat, sleep, urinate, defecate, and sleep. Given time he may be restored to "sanity" again. What DID he lose when he went "insane?" From whence comes "sanity" TO "insanity?" Where does "sanity" exist when "education" is "insane?"

4th. A child is born WITHOUT "education." From whence comes that ability which persists and permits sense impressions, interpretation of them, accumulation of them which eventually builds what we call "education?" From whence comes everything into nothing? And, should he go "insane", what has HE lost when all other functions continue the same?

5th. Any person, at any time, may receive a blow on the

head. His "education" goes blank, takes a vacation. He is now classified as a case of "amnesia," in a term which explains nothing. He functionates, eats, travels, pays bills, seemingly talks sense to people, becomes another individual, possibly traveling under another name. He is protected, safeguarded against dangers. Some day he gets an ACCIDENTAL adjustment of a vertebral subluxation, PROduced by the accidental blow on the head, or an intentional adjustment from a Chiropractor. He "awakens," his "education" is restored, he returns to his older self once more. What WAS lost during the hiatus? From whence came restoration, and what was IT which returned, which restored him? What part did an existing vertebral subluxation and its correction in REDuction do which separated one from the other and made it possible for them to BE restored?

Under ALL these varied conditions, Innate is the sole arbiter of things to do and ways to do them in that body. It is when Innate is in FULL control that greatest reparation takes place in restoration of health, because at such times there is no outside interference from educated which most usually does the wrong thing, at the wrong place, in the wrong way.

Fainting and sleeping are Innate's way of forcing "education" out of ANY control of ANY parts of its body, so IT alone can do things in those ways best known to itself. Were this not so, sleep would not have been conceived or executed as part of a necessity for living.

Innate IS a personality—more so than educated. It is silent, YOU are verbose; it adapts internally, you protest externally; it acts, you talk; it delivers life, you complain; it is the sage of ages and moves by logic, reason, and facts, you are impelled by emotions, passions, prejudices.

Educationally, you express thots with alphabet, words, sentences, verbally. Innate knows no words or alphabets; does not speak Latin, Greek, French, German, Polish, Russian, English, Chinese, or Japanese. Your languages come and go, live and die. Innate's thinking lives on, always THE SAME, in millions of people, millions of years, regardless of color, creed, or country. IT never dies. Innate thinks universal series of thots; speaks universal language, regardless of

geography; proves thots by actions, motions, functions, in all people all the time—bipeds and quadrupeds alike.

That is WHAT makes CHIROPRACTIC an applied UNIVERSAL law. Innate has builded ALL people alike, regardless of race, color, geography, regardless of multitude of variable thots on which they educationally differ. Backbones are backbones, sublaxations are sublaxations, interferences are interferences, adjustments are adjustments, sicknesses are sicknesses, health is health to all alike. This INTERNAL law of life, sickness, death, and restoration of life and health IS universal—biped or quadruped. There is no French sublaxation or Russian adjustment, separating one from other.

Our educated recognition that Innate IS a personality, thinking greater, qualified expressions than the educated personality is what makes it possible for US to be of greater service to mankind. Majority admit YOUR personality and usually deny or ignore Innate within also being one such. Why? Neither has face, form, figure, function, except as each expresses in action what IT thinks, thru matter. We think WE KNOW education does. Logically WE CAN admit Innate does the same, in same way.

Self-preservation is the first law of Innate.

Did you ever watch a human die—how Innate fights and clings tenaciously to continue to live in its habitat as long as possible?

Letting Innate work WITH education, you win. If education denies, opposes, or tries to change Innate, you lose.

When Chiropractors understand and know this great law within, they become a servant to service and let Innate cooperate WITH education to accomplish Innate's desires and demands.

For everything that occurs there is a reason; and behind that reason is a law. Ignorance of law breeds educated "phenomena" and religious "miracles." Seek ye Innate and you meet law.

Chapter XIX

WHAT IS INNATE INTELLIGENCE ?

Innate Intelligence is some THING—and that isn't the right word—that starts within itself; that only itself knows where or how; and ends where or why, known only to itself. It is faster than its nearest competition, backyard gossip, or tell-a-woman. It can be measured by what it does thru action which it manifests. When on the loose it will come and go at will, from where it starts to where it needs go, almost before it starts. Nobody has yet proven he knows where it comes from, where it goes, what it is—because it never has stood still.

Words in languages are made by educated man to express limitations of educations. In trying to explain the abstract beyond man, we find ourselves word-bound because words bind us to the known, therefore do not and cannot encompass the unknown.

Innate Intelligence sometimes is described as science gone crazy which has baffled scientists to where some say it is, others say it isn't, and none prove either; notwithstanding it surrounds man, is internal TO man, and does IN man everything it alone wants to do.

Innate Intelligence always has been and is internally and eternally locked up intellectually within itself and has so confined itself beyond human reach, where ignorant and limited men would like to reach it. It was given freedom in and thru man when D. D. Palmer re-discovered its hiding place and revealed its vast limitless identity in expression. Ever since, it has been exhibiting more unknown stunts than man believed conceivable.

With consistent understanding Innate Intelligence, man can exhibit wisdom; and, without that knowledge, ignorance. He can start a conversation with it, or stop one. It will cook dinner, curl hair, blow up a battleship, run an automobile, signal Mars, or destroy man. If he knows how, it can be utilized to get sick man well, make him live longer and be a

constructive personality, depending upon how much the confined horizons of educated man construct his mental key to fit the lock which opens the door to a flood-gate which permits Innate unlimited omnipotence to flow outward to do its one natural will with things it alone makes.

Innate Intelligence comes without askance, stays when it sometimes wishes it wouldn't, costs nothing to possess. How you get it is unknown. Why it stays close-by is problematical. It has no size, shape, or distance. Its height and depth never have been sounded or reached. It has no beginning or ending. It speaks no language, yet is manifest in all forms and colors.

Innate Intelligence is too frequently referred to as that wee small conscience voice that speaks when it awakens you at night, when seemingly irrelevant and immaterial petty ideas are irritatingly exaggerated, and refuses to let you sleep until you heed its advice. It is also "that something", that silent partner, with which people would like to get better acquainted, capture it, bring it down to educated man's level so it could be humanely hog-tied, hand-cuffed, and leg-ironed to be made a servant to the caprices of educated fools. It is often believed to be a will-o'-the-wisp, a fleeting ethereal abstract phantasmagoria. In spite of these incongruities of man, it sees all, knows all, hears all, does all man would like to direct, control, and dominate to do his bidding. It still is that invisible intellectuality always present in spite of rather than because of man.

WHERE it comes FROM; WHERE it GOES; WHEN it COMES; and WHEN it GOES is of its own discretion, if it comes or goes at all. Nobody knows HOW, except preachers who preach, who know it all, who have constructed a heaven and hell for its eternal abode ever more, depending.

We find similar references to Chiropractic interpretations of our terms of UNIVERSAL INTELLIGENCE, which we often refer to, as SOURCE; INNATE INTELLIGENCE, as SEMI-SOURCE; and EDUCATED INTELLIGENCE, as NON-SOURCE. In the "HUNA" philosophy ("THE SECRET BEHIND MIRACLES", or in "THE SECRET SCIENCE AT WORK") Long and His Associates refer to our UNIVERSAL INTELLIGENCE, as "HIGH SELF"; our INNATE INTELLIGENCE, as "MIDDLE SELF"; our EDUCATED INTEL-

LIGENCE, as "LOW SELF". "HUNA" philosophy is shockingly similar TO Chiropractic but silent so far as THE ART is concerned. The "HUNA" "adjustment" is mostly mental, using the PHYSICAL to impress the "LOW SELF" through the "MIDDLE SELF" with the aim of reaching the "HIGH SELF" through its unlimited magic powers, making the "adjustment" of mental, physical and emotional "subluxations" or lesions. Like ALL OTHER philosophies, sciences and arts, which seemingly approach ours, they lack THE ONE essential vital necessary connecting link of the interfering medium—the vertebral subluxation, which DISconnects "HIGH SELF" thru "MIDDLE SELF" from "LOW SELF"; and, because of Chiropractic vertebral subluxation adjustment, restores connection between all three from above down, from within out.

In this now-enveloping "enlightened" age, man is becoming aware that theories and experiments of medicine are inadequate to get sick people well. M.D.s have long contended that disease is a PHYSICAL thing, and that its CAUSE and CURE are PRODuced from outside in, is proving unsound.

Chiropractic originated a NEW evolutionary and revolutionary departure from those failure concepts that abstract incoordinations manifest themselves in physical matter. In reverse, dis-ease is a condition of difference between abstract ease and lack-of-ease. CAUSE of disease is abstract and CURE also is abstract. As old as medicine is, and as young as Chiropractic is, given time, failure of medicine will be supplanted by Chiropractic.

Man is becoming more aware that mysteries, miracles, superstitions, and parables of ancient religions are allegorical. They believe the theory that salvation, everlasting and eternal life, is something within the power of hypothetical imaginations of man, and is something that comes from below upward. Religions have been builded on a pattern similar to medicine, that cause and cure of evils and sins of souls can be corrected from outside in, by phrases of words, is proving unsound. Cause and cure of sickness—whether mental or physical, in abstract or concrete of LIVING human being—are because of the reduction of normal flow of functioning between Innate and educated INSIDE the individual. So

called evils and sins are dis-eases, and a state of difference between abstract Innate mental ease and educated mental disease with brain substance manifesting it. Cure is likewise within human structure. As old as religions are, and as well established as they are, they are rapidly going thru evolutionary and revolutionary processes; and as young as Chiropractic Innate philosophy is, which is rapidly being universally established, given time, one will replace the other in human behavior.

Modern man seeks modern solutions to modern problems. Ancient beliefs and faiths no longer satisfy up-to-the-minute thinkers. Today we find ourselves betwixt and between fading out of PAST methods of seeking outside solutions and the NEW method which proves solutions inside ourselves.

The day rapidly is arriving when medical experiments and religious myths are being replaced by common-sense realities, factual citations. Human mind is rebelling against prattling idle words and rash promises of ministers and physicians. Common sense proves mind of man is seeking practical results such as the philosophy, science, and art of Innate Chiropractic brings into reality. As patients drift from medical men and medicine, so thinking people drift from churches and preachers. Neither satisfies.

Whether premises of medicine were an outgrowth of religion, or vice versa, is not known. The hour of wanting TO KNOW the WHY and HOW of proof is replacing days of forced inquisitions and failures of medicine as false fronts to better life and health.

The day of blindly accepting statements from those who repeat threadbare ancient theories is being replaced by progressive and advanced practical methods with a here-and-now teaching of HOW to live better with a knowledge of that something inherently big, better, and stronger WITHIN living people.

Chiropractic proves THE missing link between ancient past and modern future. It is THE MOST practical advanced stage of this evolution.

Chapter XX

I T

WHAT is IT or that part of us which IS an idiot? WHAT is IT or that part of us which IS insane? WHAT is IT or that part of us which is non compos mentis? WHAT is IT or that part of us which becomes a lunatic? WHAT is IT or that part of us which goes to sleep? WHAT is IT or that part of us which faints? WHAT is IT or that part of us which suffers with amnesia?

EDUCATION! With EDUCATION, an idiot, insane, non compos mentis, lunatic, sleeps, faints, or has amnesia; the balance of the abstract OR concrete body, immaterial OR material, functional OR anatomical, continues to use all senses, breathes, heart pulsates, digestion continues, lungs inhale and exhale, secretions and excretions work, urine and faeces perform, muscles contract and relax, functions of many varied kinds CONTINUE thruout body, such as cooling in summer and heating in winter.

WHAT does ALL this? INNATE! Why, then, does it become necessary, essential, vital that we spend hours, days, weeks, years explaining, elaborating, magnifying, affirming and re-affirming the existence of this simple obvious difference between INNATE INTELLIGENCE and education? Because one is denied, ignored, not known, not believed or taught, altho preached about in sermons and scoffed at in practice.

Chapter XXI

SLEEPING

As of now, the human race is in a turmoil, irritated, frustrated, worried, doesn't know what, where, or which way to seek comfort. People are fretful, suspicious of everything and everybody. They don't know who or what to trust. Politicians are unreliable, asserting then denying relations with each other and with other countries. Secret treaties are made behind closed doors, which are doubtful, questionable, compromising, and later are repudiated and broken. Three wars have come and gone and still no peace in sight. Twenty million families have been broken by deaths. Brutality and atrocities are perpetrated without justification. At home or in business personal initiative means little. Work like slaves and lose it by excessive taxation. Build for your heirs, and inheritance tax deducts it all by the third generation. Lurking in minds of many is the secret thought: "What's the use?" Why struggle to produce a family, home, business, when tomorrow an A or H bomb may destroy it? There is no incentive to work when unemployment insurance is at a premium. It is a drab picture.

Because of this confused and unsettled state of mind, people seek an out. They want peace, happiness, security; they seek solace in religion—and even here there is conflict. They go to church, listen to sermons, few of which sound encouragement. It's almost all about "saving your soul for eternity, in the hereafter when you're dead. Pray now for heaven then." The whole set-up seems ethereal, not practical.

There is a change taking place. Here and there is an advanced thinker who writes for magazines, issues books, appears on radio and TV—such as Norman Vincent Peale and others—who bring enlightenment, tell people HOW to think, look inside themselves for intelligent guidance, how to secure more inherent power for better action, and how to solve everyday problems. All this old time fire and brimstone, ranting and raving, and glory-hallelujah stuff is going.

In spite of this progressive step, there is still something

missing in making PRACTICAL the HOW to make possible what people beg for and need.

There is something in THE CHIROPRACTIC INNATE PRINCIPLE AND PRACTICE that can directly tie in with any religion. Inside of us is an all-knowing, all-powerful, all-natural personality. Open channels and IT will flow naturally, normally, and automatically, working from within, without guidance. IF people were Innate living creatures, problems of relationship between peoples and countries would be solved in a normal, healthy, natural manner.

Religions are man-made, second-handed, stepped-down, tailor-made to meet and fit man and his geographical, climatic, environmental, educational needs.

IF there be truth in that trite saying: "THE KINGDOM OF GOD IS WITHIN YOU," then Chiropractic is the one internal Innate knowledge that permits Innate to be natural, normal, and free flowing WITHOUT BEING MANUFACTURED BY ANY MAN OR SET OF MEN FOR MAN. Chiropractic is NOT a religion but Innate is the source from which man secures all which he dubs religion. Innate tenets are universal to all peoples, countries, colors, including all vertebrata, and need no bolstering or interpretations of men to make them act, live, and exist in fact. And that is more than any one can say for religion.

Notwithstanding we criticize religions as delivered to the mass of unwashed, nevertheless this world would be much worse than it is if there were no religion, preachers, or sermons. Chaos would exist. Fear of hell makes heaven seem necessary. It serves multitudes and gives them something above and beyond to hope for and cling to. To those who use logic, reason, facts, who want something solid to grasp and grip, Chiropractic is what they have within themselves.

Chapter XXII

WHAT CONSTITUTES A "MIRACLE ?"

A "miracle" is any physical action thru matter where the abstract law which produced it is unknown, not understood or correctly interpreted, as brot down by educated man to the level of education. Explanations which do not explain offer some mystical or religious twist for how and why it occurred at that time, place, and manner.

A man is hit on the head and loses sight. How? Same man is hit on head again and sight is restored. Why? It is called "an accidental miracle of nature." It is simple—a Chiropractor understands and explains how and why. It is not "a miracle" when the law in and behind sight—lost and regained—is known. To medical men such is baffling, astonishing, because there is no law of physics, chemistry, or materia medica that explains its occurrence.

Chiropractors are constantly restoring health to sick. It is commonplace, every day occurrence. To us, there are no "miracles." They are so construed by the ignorant, stimulating and inhibiting, treatment of effects methods of external medical methods.

When a Chiropractor knows Innate Intelligence or approaches the foot-stool of correct knowledge of Innate, its potentials, limitless knowledge and capabilities; knows where, how, and why it expresses itself in and thru matter, whatever IT does is the expression of an internal intellectual living law.

Innate knows how to create birds so they fly. Innate knows how to reproduce fish to raise and lower themselves in water. Plants absorb energy from the sun so they grow. Some men now know the laws of birds and fish and are beginning to learn how to absorb energy from the sun and, in part, artificially duplicate them and make them work. Innate lives, expands, grows, restores, reproduces. Too often we call them "miracles."

The abundance of what happens in application of the Innate principle and Innate practice to sick people tends to lessen

our "supernatural" reaction and oftentimes we neglect to resolve to continue with our Innate message of life, health, and longevity, until we have written such in an impressive way into the bodies of the public, which we too often take for granted without realizing the importance of our work.

The more we KNOW Innate, the less religious "miracle" we see at work.

Chapter XXIII

CONFLICTS CLARIFY

Too few Chiropractors have "found themselves" in this solution of the conflict with CHIROPRACTIC philosophy of Innate Intelligence. Every time a vertebral subluxation adjustment takes place, they double-cross themselves between fact and fiction. Some so-called "chiropractic" schools go so far as to deny entirely ANY "belief" in Innate Intelligence; and when asked WHY they adjust vertebral subluxations and HOW the sick get well, they find themselves unable to give an intelligent explanation, except to fall back on that medical incongruous explanation that does not explain—"stimulation or inhibition of reflex actions thru reflex arcs by way of sympathy thru a sympathetic physiological reaction."

(One of best explanations of conflicts between religions is found in our Volume xxix, UPSIDE DOWN AND RIGHT SIDE UP WITH B. J., story titled RELIGION, pages 687-700. We recommend this for the serious student.)

Further conflict is religious concept that we can talk UP TO God, ask for and secure favors and things WE "educationally" WANT; and talk UP TO God and THANK HIM for favors WE think He grants in reply to our "educated" requests; and CHIROPRACTIC concept that ALL which is good, right, normal, flows from ABOVE DOWN, from WITHIN OUTWARD, and nothing WE "educationally" think we artificially ask for or receive naturally increases or decreases normality of that which we are ENTITLED to receive WITHOUT asking or thanking for. During two World Wars, both sides asked God for victory.

Chapter XXIV

WEAKEST LINK

Our WEAKEST link in the CHIROPRACTIC chain is the lack of CHIROPRACTORS' acknowledgment, knowledge, and understanding of principles and practices of Innate Intelligence INHERENT WITHIN and internal to all living creatures, regardless. Average and usual Chiropractor has been thoroly indoctrinated, tincturated, infiltrated, saturated, exposed, and vaccinated with MEDICAL concepts of external TREATMENTS of effects, symptoms and pathologies, framing a denial of the existence of internal Innate Intelligence in application of life and health. He is also clothed with usual religious something great OUTSIDE and nothing but ignorance INSIDE with a "sub-conscious," "non-conscious," and "un-conscious" mind. He TRIES to ADJUST vertebral subluxation for UNKNOWN REASONS WHY and at same time TRIES to TREAT symptoms via innumerable medical methods stymying each other in attaining the ultimate. If he accomplishes what he hopes, it is in spite of knowledge of WHY and not because of knowledge of WHY.

The WEAKEST link in our professional Chiropractic ranks is the lack of consistency of an all-out, all-knowing, COMPLETE unity of understanding of the all-capability of Innate TO live WITHOUT human "educated" interference.

(What WE have tried to do in many talks, tape-recordings, lectures, and printed books, is to enlarge upon IMPORTANCE OF A FULLER UNDERSTANDING of Innate WITHIN, in health, sickness, and restoration of health; what happens WHEN subluxation exists; WHAT happens WHEN subluxation has been adjusted; WHAT takes place as result of interference to Innate; and WHAT Innate alone can do and does, once interference has been released. We have stressed explanations many ways.)

Chapter XXV

ACCIDENT OR INTENTION ?

In 1885, an osteopath ACCIDENTALLY AND UNKNOWINGLY used distant manipulation on a vertebra in the spinal column of a patient. Patient got well.

In 1895 D. D. Palmer ACCIDENTALLY moved a vertebra in the spinal column. Patient's hearing was restored.

In 1953 an M.D. ACCIDENTALLY AND UNKNOWINGLY used physical therapy and a vertebra in the spinal column of a patient was adjusted. Health was restored.

In 1954 a physiotherapist does same thing. Same result.

In 1955, 1855, or 55 B.C. a man suffers an accident, thus accidentally moving a vertebra in his spinal column. Whereas BEFORE the accident he was sick, AFTER its correction he was well.

One of our leading Chiropractic instructors asks this question:

"What is the difference between these cases and what a modern scientific Chiropractor does in his office? In all instances the vertebra was moved. In all instances health was restored."

He went on to add that the REAL difference is in WHY and HOW the vertebra was knowingly and intentionally adjusted.

The osteopath certainly HAD NO IDEA that interference to transmission of mental impulse supply was THE cause of all disease, and we doubt that D. D. Palmer had any clear conclusion of this philosophy, on September 18, 1895. The object of the M.D. in 1953 was not to correct THE cause of disease but to relieve symptoms, and the same is true of his underling, the physiotherapist. Above all, no man in his right mind will subject himself to the hazards of an accidental injury for the purpose of correcting THE cause of all illness; yet this process accidentally has been going on since man was created. What D. D. Palmer really discovered WAS a NATURAL INTERNAL LAW WHICH OPERATES ALL OF MAN. We call this law Innate.

It may be that some Greek in antiquity got the idea that manual pressure applied to the spine made a person feel better—and it may be that primitive tribes learned that having their children walk up and down the spine of a tired warrior or laborer had a soothing effect. But THERE IS NO EVIDENCE that the Greeks or anyone else prior to D. D. Palmer in 1895 HAD DISCOVERED INNATE.

Law of gravity was in operation long before the apple fell on Sir Isaac Newton's head. Law of aerodynamics was operating long before Wright Brothers flew the first plane. Law of submarines was operating long before man discovered the principles of how fish submerged. Law of Innate was operating long before D. D. Palmer; but until man's conscious mind discovered these principles, he could not work with them to his intentional advantage.

Why now contend that the Greeks discovered Chiropractic when, in fact, they knew no more about Innate than they did about gravitation, aerodynamics, or submarines? Unless it be to bask in the reflected glory of the setting medical sun, why make it appear that medicine AND Chiropractic have a common ancestor in Hippocrates? It adds nothing to OUR cause to aver that some careless individual lost the known modern principle and practice of Chiropractic amid the ruins of Athens civilization. We can well leave the moss and ivy of our medical brethren; and we'd better be about OUR business of insuring that modern man and posterity do not lose the health benefits that flow from a knowledge of this natural Chiropractic law of Innate Intelligence.

Chapter XXVI

A M A Z I N G

Perhaps William James was on the right track when he suggested we live immersed in "a continuum of cosmic consciousness," a world mind, a little of which filters into every particular brain and is experienced by the owner of that brain as his private mind, or consciousness.

Philosopher Henri Bergson went a little further:

"Mind in itself is aware of everything, everywhere, without regard to space or time, but the function of our brains is to shut out most of this, to us irrelevant knowledge, in the interests of biological efficiency. On this hypothesis, extra sensory or beyond usual or normal perception would represent a leakage into personal consciousness of some of the mental material which the educated brain abnormally excludes."

Chapter XXVII

EQUALITY

Living life is a combination of spiritual, electrical, mechanical, chemical combinations of motions;

- spiritual because of source
- electrical because of spiritual
- mechanical because of electrical
- chemical because of mechanical

All mechanical motions are because of alternate muscular contractions and relaxations, because of alternate flows of mental impulse energy from source, from brain TO muscles.

Alternate flows are directed and controlled by Innate continuity flow thru CONTINUITY nerve to a CONTINUITY of muscular expansions at their peripheries.

Without muscles (650 of them) a human being would fail to move in parts or entirety. If muscles were removed, we would be left with skin, bones, and viscera—lifeless, motionless.

Living is a spiritual (abstract), electrical mental impulse (abstract), mechanical movement (of physical matter) producing chemical (substances) products and by-products (of secretory and excretory glands). Each is coordinated, each to other, each of which is essential and necessary.

Could YOU educationally produce or reproduce any one or all; make them coordinate together and produce a living being? Innate does!

Chapter XXVIII

AN ELABORATION

In ANSWERS (Vol. xxviii, Palmer, 1952) in A PRE-LYCEUM TALK, pages 152-153, we find the following:

"Innate has constructed over 30,000 miles of blood vessels; one pound of body fat supplies enough energy to lay 17,731 bricks, shovel 114,000 pounds of sand, or run 43 miles—which is one reason it is difficult to defeat Innate by reducing fat by exercise.

"In the process of breathing while you sleep, Innate raises bed clothes about 1,000 times an hour; thus, if blankets weigh 5 pounds, for an 8-hour sleep Innate actually lifts 20 tons. Your heart does enuf work to lift a 150-pound man to the top of a 3-story building. By time you are 70, Innate has done enuf work to lift largest battleship out of water. By that time, having beaten 2,500,000,000 times, heart will have pumped 61,500,000 gallons of blood weighing 258,500 tons—enuf to fill a pool one foot deep, one mile long, 1,553 feet wide. And then some people call the study of Innate a 'cult.' And some other people think pills necessary to stimulate, inhibit, or 'aid Nature.'

"If Innate human brain dynamo could be externally and artificially built to generate all continuous normal quantity flow of mental impulse supply for a human body, between birth and death, it would take a skyscraper to house it, power of Niagara Falls to run it, and all water of Niagara Falls to cool it. And the medical profession still overlooks Innate's ability to cure cuts, heal bruises, and get sick people well. Some Chiropractors, too!

"If you'd like to venture into the realm of higher mathematics try comparing the spinal cord to a telephone cable. A neurology instructor we know has a section of lead cable containing 380 pairs of 24-gauge copper wires to carry man-made messages both ways. It is approximately $2\frac{1}{4}$ inches in diameter. We wondered how big such a cable would have to be to contain the same number of wires as there are nerve fibres in the spinal cord, but we ran into a snag when we tried to pin the instructor down to the exact number of nerve fibres in the cord. It is known there are at least 16,500,000—but Crile reports there could be 400 trillion—and there are an estimated 14 trillion cells in the body also. The smaller number—16,500,000—was easier to compute. According to our rusty mathematics a telephone cable containing the same number of 24-gauge wires would be over $27\frac{1}{2}$ feet in diameter. Does any Chiropractor conceive HE is capable of fabricating a spinal cord which will precisely fit the spinal canal? Is the builder of this mightiest of all mighty productions a 'cult'?"

"All our heredity, our nature, is transmitted to us from our parents through tiny cells which connect our living substance with that of our forebears. Each human being takes its origin from the union of two of these bits of living matter, an egg from the mother which has been

fertilized by a single sperm from the father. The egg is a tiny sphere hardly visible to the naked eye; it has been estimated that twenty million human eggs would weigh about one ounce. A sperm is visible only with the aid of a microscope, and its volume is about eighty-five thousand times smaller than that of an egg. Furthermore, a sperm is quite different from an egg in appearance, being shaped like a thread inflated at one end to form a 'head.' Some idea of the sizes of these living links between the generations has been given by an eminent American biologist, H. J. Muller, who has calculated that if we could collect together all the eggs from which the present human population of the earth has sprung—two billion two hundred millions of them—they would all occupy the volume of about two and a half quarts. The sperm cells—two billions of them—would occupy the space of half an aspirin tablet."

"The chromosomes occupy a considerable fraction of the volume of the sperm, but only a tiny fraction of the volume of the egg. The combined volumes of the chromosomes in the 2,200,000,000 sperms and in the equal number of egg cells from which the human beings now living have sprung would add up to less bulk than an aspirin tablet. And yet, this minute amount of substance contained the heredity of the whole human race!"

Consider facts and figures of muscles of spinal column and how important a part they play in man's upright position.

With only three pairs of spinal column muscles, thirteen on each lateral half, there are more than sixty-seven MILLION possible combinations of muscular contractions and relaxations producing balance. There are 144 muscles directly attached to the movable spinal column, both right and left lateral sides. To multiply figure out to the 144th power gives us a figure beyond the grasp of educated man. As an educated individual, could you direct these normal balances, or adapt them in abnormal balances?

Obviously, only INNATE CAN create balances of such astronomical possibilities of muscular combinations.

How fast can a great pianist move his fingers?

Scientists answered the question by taking motion pictures of Paderewski playing the swiftest of his compositions. They made the discovery that in music, as in magic, the hand is quicker than the eye. With both hands working at top speed, the Polish master hit 120 notes a second with each finger. He couldn't keep that up for an entire piece, but he often struck almost 1,000 keys in a minute or so, at the same time varying rhythm and striking force in unimaginably subtle ways.

The hand has sensing devices—about 5 million tiny sense

organs—embedded in them. They serve as built-in meters and register pain, touch, pressure, warmth, cold, and other sense impressions which Innate interprets.

Could YOU educationally build such tools to do so much?

We are “fearfully and wonderfully made.” The human body is a chemico-mechanical organism of utmost complexity, more complicated and refined than entire telephone system of U. S. A.

The human heart is a pump, but a mechanism of finest materials and design, more than anything Detroit has been able to turn out. This organ beats about one billion times in first twenty years, and another billion in about each twenty years thereafter. With each stroke, adult heart propels thru its ventricles from two to three ounces of blood. This adds up to the almost incredible total of fourteen to twenty tones every twenty-four hours. Its work is the incessant job of circulating blood thru arteries, veins, and the sixty thousand miles of capillaries—ten to twelve pints of blood thru body in about a minute.

A ditch-digger lifting a twenty-pound spadeful of dirt only three times a minute moves twenty-nine thousand pounds or almost fifteen tons of material in eight hours. Could YOU educationally generate this power to do these things?

No “educated” human being could duplicate the human brain. An equivalent to its duties would need be the size of Rockefeller Center. It would require many men several lifetimes to wire it, from top thru all the ramifications of all wires, for all functions, thru all its 24 superior and 24 inferior floors. Electrical power requirements would equal power used to supply greater New York City. Necessary cooling system would be so enormous that you’d have to divert the Hudson River to supply it. Innate not only builds such a brain over its extensive nervous and muscular system as only one part of a totality human being, but assembles all without errors, adds power to heat and cool all parts, inter-correlates their products and by-products in their inter-relationships, directs those intellectual functionings from birth to death; restores parts out of order and repairs parts, should there be a traumatic break-down of some of its parts.

And then there are so-called medical "scientists" who call this Innate a "SUB-conscious" mind.

To get a slight idea of what is going on continuously in Innate mind, think of 1,000 telephone switchboards, each big enough for a city like New York, going full tilt receiving and transmitting requests, questions, answers, orders, every second of all the time.

How are light, sound, temperature, and all the other aspects of external and internal world translated into seeing, hearing, feeling, and responsive action? We may not know THE answer, but that such DOES occur is obvious. Why debate the obvious?

What constitutes genius? Presumably the highly so-called gifted person has an inborn capacity to coordinate his Innate TO his education. This much is certain: The wisest man, whoever he may be, did not in his educated lifetime use more than a tiny portion of the potential capacities of his Innate.

Whatever the product, so the producer.

There's virtually nothing new under the modern sun. Jet propulsion has been used for ages by dragon-flies, nymphs, and squids. Bats navigate on a principle almost identical with sonar and radar. Snips and nutcrackers are like the claws of a lobster. A hypodermic needle is the same as the stinger of a scorpion or fangs of a rattlesnake. Pipes of an organ are like tiny whistles built in the trachea of birds. The iris diaphragm, used to regulate light for cameras, and the eye of an owl operate on the same principle. The modern whale harpoon and the tongue of a woodpecker are the same except for size.

Are YOU in this class?

Every 24 hours

—your heart beats 103,689 times

—your blood travels 168,000,000 miles

—your lungs breathe 23,240 times

—your body turns in sleep 25-35 times

—you eat 3½ pounds of food

—some speak 4,800 words

—your education exercises 7,000,000 brain cells.

This last figure has our education worried, inasmuch as we have 400 trillion brain cells in Innate and Educated brains, but average "educated" adult uses only 7,000,000 or 1.875 billionths of 1 per cent.

To make another practical application of these figures, let us make a comparison:

Innate, with millions of years of adaptative experiences in, thru and with millions of human bodies, in an over-all world-wide geography, has had opportunity for building an exhaustless and unlimited accumulation of knowledge and wisdom which is constantly and consistently transferred from one person to another, from one generation to another, via Innate, as each new unit is conceived, expanded, born and given life to perpetuate the race.

Education, in, thru and with man, over a span of 20, 40, 60 or 80 years, is a circumscribed small limited daily path sensing external things built BY Innate, accumulating a limited very small group of theories and experiments trying to improve that race, SOME of which are passed on from one unit to another generation. Many units start all over again fresh from zero, coercing, cajoling or tricking HOW they THINK man OUGHT to live, and WHY he should construct and restrict all others to HIS narrow views, to guide, direct and control destinies of living races.

Which is better, Innate which uses 400 trillion or education that might use 7 million brain cells with which to think and act?

Comparisons are odious!

The digestive system is another one of the wonders of the body. It is so complex that its workings are still not fully understood.

Innate converts beef protein into human protein needed for muscles and connective tissue. It changes vegetable fats and sugars into totally different fats and sugars essential to life. It does a job in minutes which would take hours in a laboratory—or maybe could not be done at all.

Digestion starts with Innate in brain. From there, Innate flows digestive impulses which begin action in mouth. When food is swallowed, things happen rapidly, assuming Innate is in contact on efferent and afferent halves of mental impulse

cycle from beginning of digestion to its end. Tongue pushes food into throat. Soft palate rises to seal off nasal passages. Lid-like epiglottis drops to close air passages to lungs. Past these obstacles, food drops into esophagus, a nine-inch tube, and is propelled down esophagus to stomach by waves of worm-like muscular contractions called peristalsis. Gravity plays little part in this. Grazing animals swallow against gravity. Man can swallow quite well standing on his head.

Stomach is a secretory organ—having incredible total of 35 million glands.

Small intestine performs the ultimate task of digestive process, breaking up of foods into simplest components, passing those into the body for building and repair. Actions of small intestines are both mechanical and chemical. If inside of intestine were smooth, it would present a surface of only six square feet—not enough to absorb adequate food for our needs. It is rough, folded, and contains approximately five million villi, minute, hair-like protuberances. Owing to these folds and irregularities, inner lining of intestine presents an absorptive surface of 106 square feet—an area as large as the floor space of a small bedroom.

From start to finish, digestive process is bafflingly complex to educated man, simple to Innate that built it, runs it, regulates it, controls and directs it. Educated man could not understand it—much less make it work.

Chapter XXIX

ORIGINATORS

We physically trained and educated mortal beings take the usual for granted. George Eastman did not. He wanted to take pictures, record them on film, develop them, keep them as permanent evidence. So, he studied the human eye. It, plus optic nerves, plus brain, plus Innate, did ALL these things and more.

In both Kodak and eye, light from the object is focused by a convex lens, passes thru a light-proof chamber, and forms an inverted image on a light sensitive material at back. But the human eye is far faster and more versatile than the best camera known. Self-adjusting, self-focusing, it takes both stills and movies in black-and-white or true colors, tints, and shades, transmits them via optic nerve to an Innate mental brain film which develops, prints, enlarges a tiny negative to natural life size in true perception, and interprets it right side up instantaneously.

The eye is focused by the ciliary muscle, which changes thickness of lens. This Innate adjustment places images of near and distant objects in true third dimension precisely on the retina.

All man can do is to artificially attempt to duplicate mechanically what Innate has been doing naturally in millions of people for millions of years, to a perfection man never has equalled.

A laborer asked for a job. Employer asked employee what pay he wanted. "Give me ONE cent the first day, TWO CENTS second day, and double it every day for thirty days. That is all I ask." Doubling each day brings the total of \$1.27 the first week, \$162.56 second, \$20,807.64 third week, \$2,693,-383.04 fourth week, and \$5,368,709.12 on thirtieth day.

Taking Dr. Crile's figures of 400 trillion tissue cells in a human body, realizing all these come from one spermatozoa and one ovum which form one egg "hardly visible to the naked eye"—much like an oak tree grows from an acorn—realizing

that from this is expanded 400 trillion in 280 days, it consistently raises the question: could any educated person form, expand, and develop one tissue cell—let alone 400 trillion—in one second, minute, hour, day, or in nine months? Could he place them according to classification, assemble them into systems, coordinate all systems together into one grand harmonious whole, make them functionate naturally and healthily from birth to death?

If no man COULD do ANY of this, why call this INTERNAL INNATE INTELLIGENCE which does all this—such as Chiropractic does—a “cult,” to be scoffed at, ridiculed, and ignored? THAT is the INTERNAL force, energy, power, and intelligence the Chiropractor makes possible to express ITSELF in sick bodies.

There are many exacting conditions and delicately balanced circumstances necessary for life to exist on earth. Odds against their existing in proper relationship by chance alone are much greater than chance of matching penny numbers one thru ten, out of your pocket in right order.

For instance, earth rotates on its axis 1,000 miles per hour. If it rotated at only 100 miles per hour, our days and nights would be ten times as long as now, and earth would alternately burn and freeze. Under such circumstances, vegetation could not live.

Again—sun has a surface temperature of 12,000 degrees F. and our earth is at the exact distance from it which it needs to be, to get just enuf heat and not too much. Earth is tilted at an angle of 35 degrees and this enables us to have four seasons. If it were not tilted at this angle, vapors from ocean would move north and south, piling up continents of ice. If moon were not at exact distance it is from earth, ocean tides would inundate the land mass completely, twice a day. If ocean were a few feet deeper than it is, carbon dioxide and oxygen in earth's atmosphere would be completely absorbed, and no vegetable life could exist on earth. If earth's atmosphere were a little thinner, many meteors which are now turned out in space would bombard us, setting great fires everywhere.

Did this great balance of all things just happen?

Chapter XXX

CONCEPTION

Can "cult", SUB-conscious, instinct, intuition, explain conception?

When a new composite organized quadruped or biped is created, we note the climax of the greatest drama taking place in 12 hours, followed in its development in 280 days, to birth. In one moment one male sperm penetrates and fertilizes one female egg. The human egg is not quite as large as a typewriter period. The egg is one highly essenced compiled compacted multiplication of systematized male and female cells. These microscopic packed cells contain about 3,000 genes, which, combined with the genes from the sperm, will, when expended during the ensuing 280 days, determine the future physical baby's characteristics.

The egg's journey is intellectually determined and predetermined, even to sex, size, shape. It is 35 to 40 times the size of the sperm. The egg can't move under its own power, but the sperm moves at the relatively fantastic speed of an inch in about eight minutes. For each egg, there are 200 to 500 million sperms, all of which start together, with a rush, to find the egg. Only a few ever reach their objective. Since the vagina's secretions are acid and hostile to the sperms, perhaps 200 to 300 million are dead within a few hours.

Once the two masses fuse into one, conception has taken place. Now begins the expansion process of the compacted microscopic cells, to assume form. In 280 days, approximately, the fully expanded, developed child is ready to be expelled into the outer world to assume independent life. Expansion continues until full form has been developed, at about 30 years. From then on it is a maintenance of form of expansion of cells from the varied tissue cell centers.

At puberty the adult sex organs now begin to manufacture new sex units for the reproduction of the race. Generally, there are no more cells in the skinny side-show freak or the fat lady freak. The difference lies in whether the cells are

fearfully blown up in the fat lady or fearfully shrunk in the skinny fellow.

The karyokinesis idea of a SINGLE-ONE-UNIT cell dividing and thus multiplying by division is inconceivable. If this were so, the world would have been created in the beginning from ONE atom of matter.

Chapter XXXI

Q U E E R

Nobody knows exactly what Innate is. You can't weigh or measure it, yet it directs and controls all elements and reforms them to suit ITS needs. The life of a frail plant cannot be seen, but it can crack a rock. Innate is a SCULPTOR which shapes all living things; a MUSICIAN that teaches birds, insects, and men to sing; a CHEMIST which gives taste to fruit and spices, PERFUME to flowers, and transforms water and carbonic acid into sugar and wood. A transparent, mist-like drop of protoplasm, drawing energy from the sun, holds the seed of life and is the mother of everything that lives—both plant and animal. Where did it come from?

Whence came that mysterious Innate radar, called "instinct," "intuition," "soul," which directs young salmon which stays at sea four years, then comes back to the river, to the very tributary, the very channel where it was born? Put it down in ANOTHER tributary and it will know at once it is in alien waters and will battle its way back to its OWN tributary, and then up against the current until it is where it belongs. Eels at maturity, go unerringly to depths of the ocean off Bermuda from all rivers and ponds everywhere. They come out of little obscure ponds and lakes far inland, swim down brooks, rivers and bays TO the ocean; CROSS the ocean, and arrive off Bermuda. Here they breed and die.

Newborn eels which apparently seem to know nothing except that they are in the depths of the ocean somewhere, and seemingly cannot communicate with each other, immediately start back for the EXACT river or pond from which their parents came. No American eel has ever been caught in European waters, and no European eel has ever been caught in American waters. Innate delays the maturity of the European eel by a full year to make up for its longer journey. Eels never make mistakes. Where did they get that unerring impulse?

Another example, the wasp. It conquers a grasshopper and

stings it in exactly right spot. Grasshopper becomes unconscious but does not die. Then the wasp lays her eggs at right distance on unconscious grasshopper so her young can nibble the preserved meat without killing the grasshopper. Putrid meat would be fatal to them. However, the mother knows everything is all right. She flies and dies. It had to be done right the first time, or there would be no wasps in the world. "Physical adaptation" cannot explain such. Only explanation is that they are bestowed with an Innate Intelligence.

In Australia, a species of cactus was planted as a protective fence. This cactus has no natural enemies in Australia, so it flourished to such an extent it threatened to engulf farms and towns. An area approximately the size of England was taken over by the cactus. Entomologists searched for a natural enemy to oppose the growth of cacti, and finally discovered an insect that lived exclusively on cacti. This insect also had no natural enemies in Australia and so was able to breed freely. The insect slowly pushed back the cactus and today insects and cacti are in perfect balance in Australia.

We see checks and balances thruout everywhere. Without them, fast-breeding germs, bacilli, parasites would long since have taken over the earth. Insects have no lungs such as man has. They breathe thru tubes. But tubes do not grow larger as insect grows, preventing development of big insects. Without this restriction on size of insect's breathing apparatus, many would long since have lost their right to live.

Chapter XXXII

"MIRACLE" WORK SHOP

There are some who deny the existence of "miracles", others who maintain that the age of "miracles" has passed, but the truth is that all existence is a "miracle" and one of Innate's own miracle workshops carries on daily and hourly, within your own body.

You eat common food and at once digestion and absorption begin to take place. From the time food enters the mouth a chemical process of digestion begins, and food is broken down into different elements. Some elements are eliminated as waste or poison, other elements are filtered, refined and transformed into body structure—muscle and bone, hair, skin, and nails—and no mistake is made in its distribution where it is needed.

Consider glands. The liver, which is the largest daily secretes several pints of bile essential in process of digestion. The pancreas produces pure insulin, vital in breaking down and utilizing blood sugar but it does more, it secretes a vital digestive enzyme as well. Then consider spleen and other glands, the function of which is little known, yet they are important to health. Kidneys with miles of tubules serve as a filtering and refining plant vital to existence. Besides this there are millions of lesser lymphatic and other glands, all playing an important part in function and health.

The most amazing organ of all, perhaps, is the heart, a tireless pump, that beats more than 4,000 times an hour, over 100,000 times a day, pumping tons of blood through millions of blood vessels, some microscopic in size. The blood carries oxygen but picks up poisons for elimination and carries fibrin for forming clots and stopping bleeding in case of wounds, besides millions of cells, red and white, vital to life.

Another "miracle" is the function of lungs, in which blood exchanges carbon dioxide gas for life giving oxygen, without blood actually coming in direct contact with air. No chemist,

however skilled, can duplicate this or many of the functions of the body in his laboratory.

And consider the climax of all—the “miracle” of reproduction of the species from union of two cells in womb of the mother! Yet these “miracles” and many more take place endlessly day after day, year after year, age after age.

How is it done? Chiropractors maintain Innate Intelligence, an element of the Creator, resides within the body and directs all function through medium of the nervous system. For that reason Chiropractors insist nerve channels must be clear at all times for normal health and function. They assert the spine is the key to this system because it encases spinal cord and is the distributing center for all trunk nerves of the body.

Chiropractors point out falls and accidents which strain the spine may subluxate a vertebra slightly and pinch nerves. This lowers resistance, disturbs function, and results, eventually, in various forms of ill health.

Chiropractors are trained to locate and correct this spinal cause of disease so that nature’s “miracle” of health and function may go on freely in maintaining life more abundantly.

Chapter XXXIII

DISCONNECTED

When WE mention "Innate" and "Educated" we intend to designate schizophrenic dual personalities drawing a distinctive difference between, as being two divided personalities each having separate relative values, in relations to each other. Average person finds it difficult to grasp and comprehend what WE ACTUALLY mean. The public generally knows TOO MUCH about Mr. Education and TOO LITTLE about or almost totally unacquainted with Mrs. Innate; in fact, hardly know there IS such a person.

Imagine a human home. In this HOUSE will be found TWO people: (1) Mr. Education whom everybody KNOWS too much about; and (2) Mrs. Innate who nobody has ever seen, ever met, rarely became acquainted with, who rarely shows herself and yet is ALWAYS present and dominating the picture. They were born married. The home was presented to both when they were born. They will stay married as long as they live or exist in that human habitation. They cannot be divorced. IF they TRY to secure a divorce, as one of the two most usually does, living together will be a failure. If they succeed in living together, life will be worth living. If they succeed in securing a partial divorce, either one from the other, the house or home in which they exist ceases to exist, and dissolution begins to take place. We refer to the difference between a "house" and "home." Edgar Guest says: "It takes a heap OF LIVING to make A HOUSE a HOME."

Mrs. Innate is the quiet, unassuming, reliable, trustworthy, honest, powerful, capable, dependable type. Mrs. Innate will do HER duty at ALL times in ALL ways. She will never complain. She will be ready, willing, anxious, standing by, to put out fires, cool or heat the home, prepare foods, stoke the furnace, patch and heal mishaps and accidents if storms attack the home. She will keep her home clean, dump waste matters, rear children. She will be a considerate, thoughtful and dutiful pal to her irascible husband, Mr. Education.

Mr. Education is the braggart, blow-hard, evasive, tricky, slippery, false-front, weak, shiftless type. He is irritable, egotistic, know-it-all, wants to show-off and blow-off before everybody. Nobody "can tell him nothin' ". He knows everything or thinks he does. He tries to rule everybody, including his house, with an arbitrary and empiric high hand.

Mrs. Innate has no FORMAL education. Doesn't claim to have. She is NATURALLY a brilliant personality. She has reared many generations of many species and families, therefore she has great wisdom. Because she is reserved, conservative, unassuming with what she knows, she is never in the limelight, is always behind the scenes keeping the show running smoothly which she has proven she is most capable of doing. Mr. Education thinks she is ignorant, so HE tries "to teach her" a few things HE thinks HE knows about how to live in and run this house of his and home of hers.

Mr. Education was born ignorant, has picked up a few stray bits of education in colleges and universities, cheated on examinations, therefore has several degrees. He reads the opinions of others from books, listens to hashed-out threadbare theories of lectures. What he doesn't know isn't worth knowing. He is the smart-aleck of the family. When it comes to doing anything in, around and for the house, regardless of how simple, he rants and raves with his mouth, but his hands are paralyzed when asked to perform the simplest things to keep her home smooth-running. He rubs it into Mrs. Innate how ignorant and incompetent she is.

Marry these two antipodal incompatible types, force them to live under one roof and in one house all their lives until they die—what have you?

Mr. Education insists and tries to force Mrs. Innate to live in the "sub", "non", "un"-conscious basement. Mr. Education insists HE owns the house and tries to run every and all parts of it. He spreads himself thick officiously all over the house upstairs. If Mrs. Innate dares to stick her head in his upstairs or suggest what he should do, he drives and shoves her back to cellar where he says she belongs.

At times, when Mr. Education is feeling at his best, he calls her his God, Spirit, Soul, and other sweet names. At other times when HE thinks HE is the master and wants full control

with the upper hand, he calls her his "sub"-conscious, "non"-conscious, "un"-conscious, "nature", "cult", "sympathy", "reflex", "instinct", "intuition" and other derogatory belittling wifely names.

It takes no imagination to grasp how calm, cool, collected and composed Mrs. Innate would be with her kindly, thoughtful and considerate disposition, under any and all circumstances in that home, with all her proven qualifications even to dealing with her husband, Mr. Education.

It would take no imagination to grasp how nasty, mean and brutal Mr. Education has been dealing with any and all problems arising with those domestic household situations. All his years of existing in that house, he has proven to be conceited and incompetent.

In addition to Mr. Education EXISTING and Mrs. Innate LIVING in that one human house or home, they have given birth to children, all of whom are subjected to the cantankerous machinations of HIS oppressive and uncompromising educated fatherly influences; and, the sacred, unwritten, all-absorbing, gracious love of the Innate mother of these two parental disintegrating influences of the mis-mated wife and husband.

What happens? Trials, troubles, tribulations, clashes, mental upsets as to the divisions of human direction, family duties and control. Mr. Education artificially stimulates and inhibits her work. Mr. Education is the hell-raiser. Mrs. Innate must re-act against his unbalancing of her work. Mrs. Innate is the pacifier and balancer. He won't let her run the home. He demands HE run the house. She insists the HOME is hers and it is HER responsibility and duty and proceeds to do so IN SPITE of him, AGAINST his obligatory demands and commands. The HOME was deeded to her at birth. He claims because he has one small room in it, with her permission, that it is HIS house and thereby thinks he knows more about it than she.

And so it goes on indefinitely from the very beginning when they got married, and continues until they get divorced, when the house and home fall asunder, he to go his wayward way, she to go her straight and narrow way, following the law she has so well laid down.

Living in that human abode could be and would be pleasant, happy and both could be and would be contented, if HE knew HIS place and kept it and respected HER place. On the other side, she considerably makes allowances for his inconsistencies, incompetencies and ignorances, and silently goes about her tasks every minute, hour, day and year, unless and until he seriously trespasses into, onto or through her domains. If he does she biffs him one on the "glass button", down he goes, and she takes full possession and runs the home. If Mr. Education would TRY to live WITH Mrs. Innate and heed her advice and counsel, and let her alone, they would both be kind and considerate to neighbors, friends, the world in general, and peace would reign quietly in a home where two could live happily ever after.

Mr. Education always takes, never gives. Mrs. Innate always gives, never takes. She displays wisdom personified. He is selfishness unlimited.

Harmony, health and sanity COULD exist in that human home ALL the time if these two personalities would respect the domains and territories of each other, making allowances for each other, respecting relative values of each, and each keep on in his or her place, never interfering with the duties of the other; and, if interferences did arise, correcting them before they grew big enough to present a divorce.

Chapter XXXIV

WHAT IS IT?

What is IT or THAT within us which contracts pupils in bright light, induces us to squint? Is it "education", or do children do same who have had no education?

What is THAT SOMETHING which induces ear drums to close in high altitudes? Does it occur before you are educationally aware of it?

Does your circumscribed "education" jerk you back to equilibrium when YOU think there is ONE step, when there are two?

Pick up what YOU think is a cold iron, which proves to be hot—what or who drops it in a flash before YOU educationally become cognizant that it might burn?

What is IT which vomits oysters which YOU thought were fresh and good? Was IT aware they were bad when you thought they were good? Does that explain prevention of ptomaine poisoning?

Why does electricity induce muscular contractions? Is this instantaneous reaction against invasion, education, or something else in behind greater than you?

Has it occurred to you, educationally, to try to remember a town, date, name, detail, or circumstance—and it wouldn't come? Education forgets, has its lapsus linguae, non compos mentis moments. There is nothing so fickle as educated memory when it can't remember. Where were every and ALL impressions stored in a memory which NEVER forgets, once received? Later, suddenly Innate flashes through and you educationally have it. Innate ALWAYS remembers. Innate delivered when you least expected it from that exhaustless reservoir of all things.

IF

IF your "education" could not create one tissue cell, WIIIO OR WHAT makes trillions of them for a baby?

IF your "education" could not make ONE tissue cell, in your

sixty years, more or less, WHO OR WHAT makes trillions of them in 280 days?

IF you cannot generate energy sufficient to activate ONE tissue cell, WHO OR WHAT generates energy to activate trillions of them?

IF your "education" does not know chemical necessities for ONE tissue cell, ONE organ, or ONE system of organs, WHO OR WHAT knows what chemical necessities are for EVERY cell, EVERY organ, and/or EVERY system in a living human body?

IF it takes "education" to live—from kindergarten to university—HOW does a native or savage live in native habitat without such?

Is there ANY function you possess with "education", which the native or savage does NOT possess WITHOUT "education"?

Do animals, reptiles, birds, insects, fish reproduce, WITHOUT going to school, studying books, attending classes, passing examinations, securing licenses?

Do males or females, of genus homo, WITH "education" reproduce species differently by going to school than those who DO NOT go to school, attend classes, pass examinations, secure licenses? If so, or if not so, WHO OR WHAT is THE COMMON DENOMINATOR because of or in spite of, in both, regardless?

In what way or ways does "education", per se, help ANY internal functional necessity to live better, over and above one NOT "educated"?

IF everything needed to live is a natural and normal function that flows from above down, from within outward, then does second-hand "education" from without in, from below upward, INCREASE OR DECREASE either value?

What advantages, in increasing values of a normal life, does scholastic "super-man" possess which make him internally GREATER OR BETTER than average person who does NOT possess such?

As man "gains" and accumulates "education", does it improve his functional coordinations internally? If so, how, and in what way or ways?

As human race "climbs" the social scale of mechanical inven-

tions such as trains, automobiles, aeroplanes, to compress and squeeze a large world smaller, to travel faster, has man increased the span of individual internal life, or do these "improvements" make him more incapable of externally living A LESS healthy life?

IF it takes so-called "education" to do what WE think WE ought to do, as WE think WE ought to do it, does it take more or less intelligence to do what is done building human bodies, generating energy to direct and control movements of matter in functional coordination; what to do, what it does, as it does it?

Is this—whatever IT is that directs, controls, and guides us internally, independent of "education"—a "SUB-conscious" or "SUPER-conscious" factor over, above and superior to "education"?

If, as, and when one man or woman is born, lives a few years, picks up a few external stray bits of information regarding himself and the small part of the universe which revolves around him, and then dies—does anything he "educationally" absorbs and thinks he thinks have influence on changing or bettering future fundamental laws which guide destinies and regulate worlds and human races therein; or would those races come and go in spite of him, as though he had never been? If so, is law of time greater than he?

Suppose you, "educationally", no matter how important or wise you think you are, had never been born—would the law, the world, and its people keep coming and going the same without you?

"Education" makes class distinctions between:

- black and white
- yellow and red
- educated and ignorant
- native and savage
- sophisticate and unsophisticate
- polite and impolite
- orthodox and heterodox
- jew and gentile
- protestant and catholic
- Hindu and Moslem
- European and Asian

- whether he follows a code of ethics, or none
 - whether he establishes a code of morals, or not
 - whether he dresses according to Hoyle, or wears nothing
 - whether he eats with knife and fork, or his fingers
- The list is endless.

Travel the world as we have done (1,513,000 miles, 1953), we cease to live within a circumscribed small circle, cease to have a provincial view; seeing all kinds of people, we find NO difference internally, functionally, IN THE SOURCE of ALL their lives. Theirs ARE the same as ours. So, what's all the fuss about as to WHO OR WHAT is right or wrong, when TO INNATE all IS the same, no matter. There is NO geography to Innate internally.

As the PRODUCT, so the PRODUCER. The PRODUCER produces THE PRODUCT. There is no German, French, Swedish, Russian, East or West Indian difference in THE PRODUCT. All men AND women the world over are built alike, function alike, live alike, and have the same emotions, passions, and prejudices. As ALL products ARE alike, so are Innates alike in all. There is but ONE common denominator in the PRODUCER of mankind; ONE Innate common to all, regardless of our educated distinctions WE make in races, colors, languages, etc. That is what makes Chiropractic an inter and intra national service, not based on the dogmatic, empiric caprices or idiosyncracies of education but based on the soundness of a UNIVERSAL Innate Intelligence that exists in ALL living objects.

IF it takes "education" to do little, what do we call, describe, or explain THAT which does much more? Is it ignorance, accident, chemical affinity, physical brain tissue cell patterns, or "SUB-conscious"? IF it is "SUB-conscious" mind, then what is "mind"? If there is more done that "education" CANNOT do, then is THAT which does it all a "SUPER-mind", greater than "education"?

Why do we "educationally" place a maximum valuation on "education" which does SO LITTLE in an INFERIOR manner; then minimize that IT within, which does SO MUCH more SO MUCH BETTER? Is it because "education" is egotistic and vociferous, and that IT is silent, humble, practical, and efficient in ITS deeds?

It is ridiculous to think our worlds came into being by chance when all the skills, science, and arts of all men can't make an oyster.

Citations are endless, involving your totality, your actions and re-actions, inside and out.

Is this intelligence within greater, quicker, more responsive than "education"? Is IT worthy of being studied, you knowing it better, used in your practice?

Are you making fullest use of a greater understanding, intelligence, and adaptability of "that something"?

Man can't UNBALANCE nature without reaping UNBALANCED sequences. Pump bowels dry of petroleum and earthquakes follow. Denude lands of forests and we suffer dust bowls. Essence concentrated atoms and hydrogens into bombs and explode them and sequentially seasons are unbalanced with worse sequences. Neither can "educated" man chemically unbalance human beings with drugs galore and expect Innate to balance that body with health. Rob Peter and you pay Paul!

Is it wise or unwise, good or bad judgment to exercise OUR unreasonable, illogical lack of understanding; or place confidence, dependence upon that greater Innate Intelligence and ability?

Chapter XXXV

SO!

So YOU are "educated". You DO NOT study the PRODUCER. You DO study the man PRODUCT; you think you know HIS physical body inside and out. You tell HIS body what to eat, how much to eat, how to do it, thinking you make him healthy.

Let's see HOW MUCH you ARE UNeducated; how much you do NOT know. There's still an unexplored vast continent unknown in your back yard—one you have not visited—the Innate fellow who makes all of you, inside and out, tick and click.

You have read books, gone to schools, taken examinations, secured passing grades, secured a license to do certain things certain ways, to put into practice certain things you THINK you know. In SPITE of you, the ONE fellow that makes you possible is still unknown to you. "Educated", yes, to everything phantastic; no, to everything real.

Reader's Digest (June, 1953) has an article by Ardis Whitman titled "WHAT IS THE LIMIT OF YOUR MIND?"

"****do we have mental capacities we hardly know about?" "All of us live at a lower mental level than we used to." "All of us have mental reserves which we have never touched except in times of emergency." "Scientists still know very little about the human mind and what its capacity may be. Even the brain itself, 'the organ of the mind,' remains largely unexplored and unmapped."

"But what we do know is awesome in its complexity. One authority points out that all the electric and electronic equipment on the whole continent, squeezed together in one mass, would be far less intricate than the three pints of gray matter we call the human brain.

"Even more complex are the brain's functions. Is there a master 'mixing panel' which blends sight and hearing and memory and imagination to convey to us the ideas?

"Spectacular study of the mind is going on at McGill University. **** Using an electrode, Dr. Penfield gently touches successive brain areas of a fully conscious patient. He taps the area of vision and the patient sees shooting stars; the area of hearing and patient hears bells. When he touches another area the patient is mysteriously forced to raise his arm.

"But now comes an even more astonishing result. The electrode touches another spot and the patient remembers.

"Dr. Penfield believes he has located 'overwhelming evidence' of a

headquarters switchboard so delicate, so complicated as to stagger the imagination.

"What does all this mean to you? Can you make YOUR OWN MIND more powerful and more useful? Of course you can. True, our maximum intelligence is probably fixed at birth. But why worry about that since none of us ever approaches our maximum?"

Years ago, we developed an INFERIOR meric system, linking certain meres of spinal column, with certain nerves, to certain parts of organic body. Later, we developed SUPERIOR meric system, linking certain areas of two brains, with certain meres of spinal column, with certain nerves, to certain parts of organic body. Still later, we developed electroencephaloneuromentimpograph and linked the difference between two abstract minds—educated and Innate—in their function, generation, distribution, and expression with those living bodies. We learned to measure, calibrate, and evaluate their comparable values in health, sickness, and restored health, both before and after adjustment. We put to practical uses all we have quoted.

Dr. Penfield continues:

"ALL OF US can at times use OUR minds efficiently. Sometimes WE remember clearly. Sometimes WE can concentrate intensely. Sometimes WE get bright ideas. If only WE could do these things all the time."

The fault, so far, in his presentation is he does not differentiate between "educated" we, and "Innate" brain; or "educated" we, and "Innate" thinking.

He continues as follows:

"Trust your SUB-CONSCIOUS and develop it. Innumerable experiments prove that WE find solutions to OUR problems while WE sleep. YOU may struggle all evening to write an important report, and go to bed disgusted with the whole thing. Then, next morning YOU wake up to find it is all well ordered in YOUR mind as though someone else had put it there. Clearly a part of YOUR mind possesses knowledge of WHAT THE OTHER PART knows nothing about. If only WE could tap IT and use IT!

"Set no limits on how far YOUR mind can go. Don't run away from adventures of the mind which YOU find hard to understand. Keep an open mind for the things 'practical' people say won't work. Perhaps WE have more senses than WE think. For thousands of years electricity was all around us and WE could not use it. How can WE be sure there aren't powers of the mind which WE understand as little but could use if WE knew how?"

Inconsistency here is that he suggests YOU educationally "develop" the "sub-conscious". As well tell education to tell God how to run the world. He suggests there are "no limits on how far YOUR MIND can go". There ARE decided limits

to EDUCATED mind. There are “no limits” to Innate mind.

This IS blundering mistake ALL “scientists” make—to think THEY CAN use little education they think THEY know, to control great unknown Innate they DON'T know.

Chapter XXXVI

INCONSISTENCY

Man affirms, re-affirms, proclaims that a "God" is omnipotent, omniscient, omnipresent; capable of running the world, governs all its work, etc.; then denies and denounces everything he thinks, says and does by trying to tell God what to do, when to do it, and how it should be run. He shouts to High Heaven about the perfection of things above and then proves how culpable he is when it comes to himself.

"In the beginning God" and "The Kingdom of God is within you"—and then concocts and compounds germs, prescriptions, drugs within the limited scope of his education from the outside to cure and heal the internal ills of man.

Educated man is an inconsistent person.

Chapter XXXVII

THREE GROUPS

As we make a break-down analysis of the mass of people who work with minds and those who work with hands; those who are on top and those who are at bottom, and those who slide up and down somewhere between, we classify them into three groups:

1. Those who live ENTIRELY within the circumscribed circle of an enforced, arbitrary, established education, convinced that education is all sufficient to meet all needs. To this group, education is par excellence and nothing else counts. They live to embrace, support, and deliver for education's sake, and endeavor at all times, all places, and in all ways to place education on the highest plane as the dominating purpose of existence.

2. Those who think and act PARTLY within the inhibited or uninhibited circle of a liberal, free, and broadening education, convinced that education IS in part important and is PARTIALLY sufficient to SOME of man's needs, more important along some lines, less important in others, therefore endeavor to exist within the confines established by social standards, afraid to break loose from the established order of society for fear of criticism or ostracism.

3. Those who realize that education plays only a SMALL part as the source of human thoughts and actions; that in and behind the surfaces of artificial educations there is an Innate that prompts BETTER thinking and inspires greater and more efficient acting. They concede the necessity for SOME education for contacting the enveloping world, but IN SPITE of this, rather than BECAUSE OF IT, stress the necessity of knowledge of Innate which prompts all.

What percentages correct divisions of these man-made types place in the relations between Innate and education are impossible to determine. They would fluctuate between 100 per cent of either down to 0 per cent of either.

The greater mass are failures depending upon where they

arrive between the sliding scale up or down, depending upon whether education is the ne plus ultra Innate is. If he arrives at the conclusion Innate should and does supercede education, then he takes his place with the class amongst the masters of men, sets the pace, and in proportion becomes important in greater values to mankind. On reverse, if education supercedes Innate, he fills a countless niche in a solid phalanx of struggling human beings, drifting from day to day, job to job, striving to reach heights without knowing why, because he has not learned HOW to hitch his efforts to a star, nor does he recognize there IS a star to which to hitch his ambitions.

In this mad scramble for position, power, prosperity, educated man takes little time to think fundamental sources or purposes of action. He rushes madly headlong without mental knowledge, straight-line thinking. If man Innately thought more, he would find he could do less and secure more. That's why Innate meditation, in repose and peace, brings forth better fruit because it requires less manual labor. Wasting educated time is to gain Innate understanding of law, which secures better position, power, prosperity, peace, and poise.

Chapter XXXVIII

APPLY IT, IF YOU CAN

TRY to put to use that vast egoistic and egotistic understanding **YOU** think **YOU** have within **YOUR** education.

Educationally and consciously, **YOU** keep **YOUR** heart beating 24 hours a day; knowingly start energy flowing to lungs and keep them breathing. Once you intentionally put food into your mouth, you mentally direct and follow its path from mouth to solid and fluidic wastes, to kidneys and bowels, to urination and defecation, from one end to the other.

Direct **YOUR** educated thinking to this body's vast glandular fluidic inter-communicating system, with its acids and alkalies, secretions and excretions, inter-commingling as they do; mix, inter-mix, and properly blend and balance them in right proportions, right places, at right times, to meet their chemical exigencies as they arise.

Occasionally, when skin is cut or bone fractured, direct **YOUR** educated thoughts to varied minute microscopic osseous tissue cellular reserves in reserve centers; expand them, bring them forth, deposit them in right quantities where needed to heal and mend abrasions and bone breaks.

Could **YOU** educationally build a human body of two eyes, two noses, two mouths, two ears, two arms, two legs, two sets of ribs, working **INDEPENDENTLY** of each other, **EACH** capable of **INDIVIDUAL** function, **EACH** of which could be functionally and pathologically sick or abnormal, **EITHER** or **BOTH** of which you could "**EDUCATIONALLY**" restore to normal function? If **YOU** educationally couldn't, **WHAT DOES**, knowing **IT** does?

YOU think **YOU** are some gigantic know-it-all, capable with mortar board resting thoughtfully on your head. **HOW** capable **ARE** you under such tests? You think **YOU** can mix chemical compounds of certain kinds, in certain quantities and qualities, plaster them on outside, prescribe them for inside, or inject "miracle" drugs internally, and such will do great hand-springs, changing sickness to health. Later than sooner, failure

forces you to concoct new ones never reaching your goal. You CAN measure quantities, establish what you "educationally" call qualities, mix them according to rote and rhyme; but ONE THING YOU DON'T KNOW and never will: What WILL BE the reaction of ANY ONE compound in ANY ONE person? Because drugs are variables and man is a constant, the two never will meet. What is one man's meat is another's poison. Give THE SAME compound to a hundred people, and get one hundred DIFFERENT reactions. There is NO SPECIFIC in medicine. There is no balm in Gilead. You think YOU can do certain things to and at the place where a vertebral subluxation exists, and YOU make an adjustment. Could YOU "adjust" a dead man?

Yet, WITHIN you, INSIDE you, INTIMATELY living in each of you, is a silent partner which completely and competently reacts to all this and more, silently ALL the time, with EVERY tissue cell, without YOUR consent, without YOUR knowledge, in SPITE of you rather than BECAUSE of you, which YOU educationally like to think YOU dictate terms to, control, direct, and manage, and can "develop" under YOUR guidance. Innate reacts to utilize or reject ANY substance depending upon whether it is for bodily good or would destroy function. Functions are direct for good, or are adaptative to eliminate bad—such as fevers, eruptive fevers, etc.

Words are vehicles of thought and indicate depth and breadth of understanding of realities. Words are used by "educated" people to express to others WHAT they think, HOW they understand actualities, AS they grope for words to conceal or reveal ideas.

Chapter XXXIX

MEDITATIONS

What IS a thought? It is something WE THINK.

What IS the process by which thought comes into being? Is it a reflection backward into memory of previous thought? If so, how account for the old or new, original thoughts?

What IS an idea? It is an assemblage of thoughts formed into a larger thought. What IS the process by which we assemble thoughts into an idea? Is it an addition of associations of previous thoughts dragged from memory into today? If so, how account for the old or new, original ideas?

What IS an ideal? It is a gathering of practical ideas that work, formed into a higher understanding, evaluation, intended to produce something better. Is it an improved series-twist of multiplied association of previous ideas, dug out of the deeper recesses of memory? If so, how account for the old or new, original constructive ideals?

Do thoughts, ideas, or ideals exist WITHOUT matter through which they are expressed? Can MATTER exist without thought preceding its origination in form? If so, how? Are thoughts, ideas, or ideals ethereal and in existence without form and without matter? If so, how would man KNOW? Can matter take tangible forms without thoughts, ideas, or ideals to create them?

When we gather external impressions from environment, take them to what we call our conscious mind, interpret them, separate ones we want to save from ones we discard, what we have left is education.

For what purpose do natural composite animals or humans think educated thoughts, ideas, or ideals, except that they be manifested, EXPRESSED BY AND THROUGH PHYSICAL ACTIONS for some greater, grander, more glorious service beyond the ken and outside the bounds of the constructed views of the limitations of one person, that causes all thoughts, ideas, and ideals, as well as their actions, to fit into some greater scheme of things?

From WHAT SOURCE do WE, as finite beings, receive thoughts, ideas, and ideals which eventually are applied in corporeal action?

We think we see man fitting himself into some unknown destiny of thought and function resolving itself beyond his limited understanding.

If physical action IS DEPENDENT on thoughts, ideas, and ideals, so far as we know and understand; and if all manifestations of moving, living beings ARE dependent upon thoughts, ideas, and ideals; and this depends upon an organization of matter such as brain, nerves, muscles, organs, viscera, and a flow of mental impulse supply between them, acting as intermediary between immateriality and physical function; and all this is beyond our scope, then WHO OR WHAT is the maker and organizer of matter through which thoughts, ideas, and ideals flow?

If it takes all this in us mortals here on earth, how much GREATER must be thinking values; how much SUPERIOR must be thoughts, ideas, and ideals OF THAT beyond OUR reach which thinks, conceives, which makes not only us but everything that coordinates the living, reproduces species and families, generates its own power, transmits it as needed, expressing itself, personifying greater intellectualities and intelligences that create living, thriving, component organisms?

If we are A PRODUCT of a GREATER PRODUCER than our inferior educations, how much greater must be THE PRODUCER of us minute humble products?

If we are the PRODUCT of a plan, then how much greater must be Universal Intelligence producing that plan? As we educationally think thoughts, ideas, and ideals, trying to direct ourselves and govern all others, how much greater must be the thinking values, superior ideas and ideals of the superior producer that issues all individual inferior products?

Realizing how fearfully and wonderfully we are made and functionate, how much greater must we rely upon that Universal organization that makes, evolutionizes, and revolutionizes all matter everywhere?

If we grasp this GREATER understanding in its infinite wisdom and acting, is it common sense FOR US inferior products to act towards this superior power produced with us as an

insignificant, infinitesimal, "sub-conscious" mind, to be despised, belittled and scorned?

If we grasp a knowledge understanding of this infinite INNATE power within us, how much more service could we render a sick world, knowing IT and IT ALONE thinks thoughts, ideas, and ideals, getting sick people well? When we reach THAT conclusion, we will realize how humble we are, how little WE inferior products produce, regardless of what WE think in OUR thoughts, ideas, and ideals, knowing they ALL come from a source greater than our simple educations.

We cannot conceive of a rose bush, serpent, horse, fly, bird, tree, vegetable, or other species or families of living objects being arbitrarily and scientifically obliterated from the earth, except that this becomes a violation of natural law which placed them here for a purpose. Germs, microbes, parasites—all have function to perform. Neither can we conceive of any living object, from insect to man, praying to this superior intelligence for its propagation, existence, or by-products. Each gets exactly what each earns, regardless. In what respect, then, does man differ from all living materialities in relation to one common denominator law? You say man has education, he knows difference between right and wrong, he has a "soul", he speaks a language. Does it take less rose-education to produce a rose? A serpent protects itself against enemies; a horse eats, urinates and defecates; all animals, from insect up, have every function man has. A bird flies and manifests functions we cannot explain. IT has been proved that all living things have languages of their own, not like ours, therefore we don't understand them, neither do they understand us. As to their "soul", who can prove they haven't such, inasmuch as THEY LIVE the same as we? What is THEIR source which makes all able to do all they do?

All matter, from planets to plants, is organized. It is such of necessity; otherwise, disorganization would destroy and disintegrate itself and the world would be in chaos instead of cosmos as it is.

Man is a part of that totality mass. LIVING man is LIVING matter. Man is an ORGANIZED mass of matter. LIVING organized man is LIVING ORGANIZED functional motion. From one organized individual tissue cell to collaboration of the

unity of the mass of tissue cells, each is functionally correlated in totality and unity.

Man is a spiritual-electrical-mechanical-chemical-internal heating and cooling ORGANIZED machine, directed and controlled by two mentalities, one internal, other external. Here is where the great divide begins to separate man from other creatures. The temporary exterior inferior EDUCATED mind which is usually more or less DISorganized in values, suggests it would like to run not only that portion of his body which contacts environment, but he wants to run all other men, animals, and the balance of the world, to suit his caprices, theories, and idiosyncracies. The permanent interior superior Innate highly organized mind directs and controls all internal organized organic functioning bodies. Each complete unto itself, yet the combined sum total of all units completes a world of natural objects, which suggests, if left to themselves, Innates of all units would not need the caprices, theories, and idiosyncracies of mortal man to direct them.

Millions of men and women; millions of other kinds of living component organized organisms have been functionally and are organically organized for millions of years over our earth. They have balanced their comings and going naturally, regardless of habitation, species or families. None of this could have occurred without a super-super organized intellectuality controlling the whole. Innate, a part of the whole, is individualized in each unit substance, portraying and exhibiting a super quality which is beyond the horizon of one individual. Yet, let any man advocate such a broad horizon of knowledge, and the mass call such a study "a cult".

Why should we, or any group of observers and students of mankind, find it necessary to wrack thinking propensities, to produce evidence, to convince men that behind all organized matter is an organized intellect? For lack of observation, understanding, and proof, some deny existence of something superior to themselves. One of the great curses of man is his boasted educated highly inflated ego, placing himself superior to any other source of intelligence. There are those, even in our ranks, who shout with great reverence to the Almighty God on Sundays, in churches; and, in their offices, other six days of week, scoff, deny, and ridicule existence of Innate Intel-

ligence existing in bodies of patients, capable of getting them well. By preference, think vitamin pills, aspirin tablets, and other exterior palliative or goading physical agencies, advocating remedial and curative properties Innate does not possess. They call such "empirical". Hypocrites, say we, because they live a contradictory dual life, one principle denying the other. One of the most contemptible of these apostles of affirmation of God and denial of Innate is an ex-preacher of a religion. One day of the week—Sunday—he PREACHES the Kingdom of God. Other six days he appears before Chiropractors, denying "THE KINGDOM OF GOD IS WITHIN YOU", holding contempt for the Innate in man. Verily we say unto you, some men are financially inconsistent egotists, which proves how shallow and superficial some educated inductions can be. Here is one bad egg in the nest of preachers and in our profession who in verity says: "Believe what I PREACH Sunday, but PRACTICE what I deny other six days".

Applying this common natural law of Sunday to ALL days of week, we could not confine ourself to religions, per se; to sects, creeds, or denominations, with marble altars, stone buildings, and the habiliments of grandeur of dress; nor confine, restrict, and belittle Universal Intelligence usefulness to one day of the week, and thus also sustain uselessness for the immature, childish, insane theories of medical men and some in our Chiropractic family. Neither do we think of this greater intelligence as a HE man, a heaven or hell for rights or wrongs. It is a superior intellectuality that lives everywhere, in woods, on farms, in homes, in human beings, animals, every hour and minute of every day between birth and death; and is alike in all of its own created beings in and through which it manifests itself.

We find it necessary to assert and re-assert, affirm and re-affirm this simple Chiropractic Innate philosophy that we may more practically direct the footsteps of those who can see as well as those of the blind who would lead the blind.

Chapter XL

A MAN WHO WAS LOST

This is a story of two married people—John and Mary. John got lost in the shuffle. Mary found herself. This story is based on fact. The people are real. Names have been changed. Situations as they unfold are true.

Once upon a time these two finest, highest type of man and wife enrolled at The PSC. They were good students. They graduated with honors. They went to a certain western city to practice. Being likeable, they built a fine, growing, prosperous practice. They bought a fine home and paid for it. Their offices were beautifully and competently equipped. Nothing but Chiropractic was used. Their practice was all and only Chiropractic. In time, increasing bank account began to go to John's head. Mary kept hers. He began to live in clouds. She kept her feet on the ground.

They went to church—one of those elite groups. He was more or less praised and idolized by patients, church folks, and friends. He began to feel he was very important. He stimulated ideas of his grandeur. He thought he was destined for high society. The crowd he hob-nobbed with, desired to be with, were aristocrats—the old soundly established type who were out of his class, above his level, and out of his reach. He tried to live up to the rich intelligentsia. Not being a swimmer, he was soon paddling in deep water. Mary tried to curb him. John was proud—too proud to admit mistakes, too proud to retract and stay within his personal, professional, or financial levels. John began to lose perspective balance, Chiropractically.

Things began to slump; his alibi was the "breaks" were against him. He was compelled to mortgage his home. His house of cards began to crumble. Differences—small at first—grew between John and Mary. Arguments magnified. He was soon in the dumps, in desperate straits.

On one of our motor trips, at their request, we stopped over night at their town and spent one evening with them. They invited us to sit in on their difficulties.

Trying to recoup his lost fortune, believing the practice of Chiropractic was minor, he conceived the idea of building a public relations course of instruction for Chiropractors, which he thought would retrieve his fortune, gain high prestige, and not humble his pride, so he could return to play tiddly-winks once more with the intelligentsia crowd.

There was a certain amount of the usual short-sighted fallacies of religion woven into the warp and woof of his course. He hadn't learned he couldn't mix PRACTICAL phases of our Chiropractic principle and practice into MYSTERIES, MIRACLES, and inferior PHANTASMAGORIAS of religions, and expect to produce a NATURAL product. In this instance, each was an impediment to the other.

At time of that meeting, we tried to show him there was nothing wrong with Chiropractic; it worked for him once, it would work again; the fault of failure was WITH HIM; he had "lost himself". It was necessary he again "find himself". John did not agree. We briefly went over the idea of his PR course, found no fault then with its primary premise or intent. If followed as then suggested, it would fill a needed gap in our profession, because many of our people are not up on helpful relations with their public. We then publicly endorsed and supported his program and his school idea. Notwithstanding our publicly supporting his courses, plus his enthusiasm, we later privately criticized many of its changed inconsistent ways, means, and methods, which contravened Innate's purposes. His course didn't "take". Why? Behind the course was John, and THE MAN had "lost himself".

Being "lost" can and does go in either of two ways: Either you are too small or too big for the job. Sooner than later, John began swinging away from the simple and single principles and practices of Chiropractic. In his PR course, John educationally developed a Frankenstein monster, all out of proportion and perspective with his common professional birth. In his big opinion, Chiropractic was a thing of educational grossness and disgrace. Average Chiropractor was a has-been, an ignoramus, one of the common herd. (In our time we have seen many Chiropractors outgrow their birth-right professional values.) In his opinion, they needed a high polish, super dignity, elegant professional front, and paraphernalia with which

to dress it. They needed a superfluous flourish of refinement. They should be ladies and gentlemen above all else, even at the expense of lowering the purposes of its simple and single application. They needed to be dolled up in style, with high school graduates, pre-college trained, university graduates, before they should be permitted to enter Chiropractic schools and colleges to graduate as Chiropractors. Our Chiropractic schools, including his Alma Mater, were embarrassing to the public. He thought of us in terms that we should be sugar-endowed universities. Long ago, John had outgrown HIS humble beginning; his parents were no longer his pride and joy, even to denying them. He was now out of our class. He could no longer associate—withdrawing all relations and associations with us. He stopped attending Lyceums—we were too low-brow. He dropped associations in his State, membership in the I.C.A.—they, too, were below and beneath his dignity.

Many others besides John have also gotten “lost” in our profession and have wandered off into the mazes of the exaggerated importance of their warped educations. They couldn’t see the forest for the trees; they couldn’t find their way out. Sooner or later, that state of mental confusion inbreeds an inferior complex where they think themselves suffering with a superior complex which piles up inside, layer upon layer, which makes them impenetrable to common sense. They take the path of least resistance to reach objectives, maximizing environmental infiltrated fears and frustrations, and minimizing the internal all-powerful, all-intelligent Innate. Once they understand this, they will once more “find themselves”. There is no other successful route that can be successfully traveled.

By this time, realizing his PR course was not being accepted, John began to build it higher than before, multiplying its complexities, thinking he could raise the level of his profession and its followers to where he could and would place them on a pedestal where they were fit to associate with him. He revised the course—a big book which he sent us at Sarasota, ASKING US to review it.

When any man outgrows himself, his associates, his profession, and places himself on a pedestal above understandings of common people who built him a profession, living and home, beyond common sense of sick buyers, and immodestly proclaims

himself some sort of Messiah outside the bounds of reason, he isolates himself, he stands alone, and it soon became reasonably certain he had no beneficent course to sell because there were no buyers; and the few he did get soon left, refusing to speak well for him or his course. John was now in a tailspin, headed for bankruptcy and oblivion, unless he could get back to sensible understandings **WITHIN HIMSELF**.

We gave him our opinion of his course outline. We took three days to study it carefully, always with the yardstick of **SIMPLE** and single Chiropractic as **OUR** basis. Parts were sound, and we said so. When it came to some of the educated educational standards and some of the technics of practices and office procedure he propounded, he was hay-wire plus to the 'nth degree, away off the beam. One of the most unstable office procedures John advocated was to take a one-week preliminary preparation of the patient's mind for the grand climax finale of a grand opera setting and build-up for that first adjustment. For six days this prima donna talked to his patient, to get ready, to commence, to begin, to start, to reach the grand slam climax of the grand opera adjustment on the eighth day.

As John set up some of his office technic procedures, one would think he was a very important producer preparing the patient for a grand opera entry of the great imported star of some stage play. He wanted to impress upon the patient's mind that preparation for, and delivery of on his part, and receiving of an adjustment, were greater than the most elaborate play ever conceived by man for the sick. Instead of retaining its simplicity, he reversed it into a grandiose order. There was so much of this kind of approach in his course of instruction that we gave up in disgust and, although we reviewed most of the course, we never finished it.

We returned John's book with our comments. This was an injury to his pride. As is our custom where **CHIROPRACTIC** is involved, we never pull punches. We wrote frankly, honestly, clearly, without emotion, passion, or prejudice, exactly what we thought of his hifalutin' presentations of a simple principle, practice, and adjustment. We explained our reasons; dealing with logic, reason, research, and facts. He was "lost". He was "cracked" with theories of his importance. We thought

then, and it has since proved true, he was headed for a mental breakdown. His super-educational theories were now riding high, wide, and handsome. He had lost the common touch of common people who once made him rich. The people he thought superior, to whom he desired to kow-tow, did not help him when he was on the road down. They never do!

Outside of our one visit, the one review of his course, we were ostracized as being unfit associates. We were ignored for several years. On the contrary, Mary was desperately trying to save John. SHE did not ignore us. He denied our breakdown analysis of his course. He refused to accept our counsel, yet that was why he sent us the course. He asked for it! He got it! From then on, he was right, we were wrong. We became isolated from each other.

Exterior surrounding human beings—and what, how, and why they do things—are not the most important ingredient of living, except as it gives EXTERNAL education an opportunity to study the INTERIOR Innates of others like ourself. It is what INNATE IS INSIDE that really matters. That was what John overlooked. Had he found Innate inside himself he would have placed less reliance on outside educated things surrounding him. Education, per se, is a cheap imitation of the real substance of Innate inside.

Meanwhile, John withdrew from all Chiropractic friends and associates. He withdrew into his concealed shell to hibernate mentally. Likewise, they denied him for the same reasons, for they were built of the same mental cob-webby ideas. Mary held a high position in Chiropractic ranks. As John withdrew, Mary kept her feet on terra firma. She did not communicate their troubles to us. All we knew was they dropped us for reasons we could not understand. Meanwhile, because of differences in vision of service between John and Mary—one who had “lost himself” and the other who had “found herself”—they were drifting apart at the seams.

It finally got to a point where Mary, level-headed as she was and is, came to Davenport and spent one day with Herb Hender, and another day with Hugh Chance. We were out of town, so we didn't see her, although she wanted to. She returned home full of encouraged hopes. She decided to try to bring John back to the straight and narrow; the kind of professional

service that once built them a huge practice. Did he listen? No! He moved his office from home to nearer town so he could still be his own boss and go his own way.

Then came a certain day when the wife called us, long distance. With almost tears in her voice, she poured out her heart. We listened. She did not want him to know she had talked to any of us. We asked what WE could do. We suggested we talk to him direct, invite him to come here for a couple of days, be our house guest, and we would show him the way out of the mess he had made.

One who has fought many strong battles, with all cards stacked against us, and comes through winning every battle over 60 years of conflicts and frictions, knows HOW TO and WHAT TO DO to win. We called John, talked with him, urged him to come. We told him to hop the next plane; that we thought we could solve his problem to where he would "find himself". He assured us he would wire that afternoon, almost promising he would come. When man is desperate, he is willing to grasp at straws. Eventually, pride goes before a fall.

Majority of men and women who FIND THEMSELVES in a commercial, professional, legal, or financial complex jam, and don't know the way out, too often seek counsel of people of like kind who also have private commercial, professional, legal, or financial complex jams of their own. The complexities of others, added TO HIS complexities, make him more complexed. He tries to shove his worries into the laps of others, thinking he can hire or employ worriers to solve his worries, by paying for such services. He goes to a preacher, lawyer, or doctor, dumping his worries into their brains, thinking THEY have greater insight into mysterious solutions beyond him. Instead of seeking counsel FROM INNATE, he seeks it from other troubled minds as bad or worse than his own. If John could realize, THE solution he WANTS AND NEEDS is inside himself. Innate knows the answer TO ALL human problems.

What has ALWAYS been our solution to solve problems? INNATE never advises one wrongly. Listen to and heed Innate and you will ALWAYS come through with the CORRECT solution. Same CAN come true with John. He now is in a state of educated panic. He is in an educated flunk. He is jittery, stampeding. He has listened to his educated ego so long, so

much, so hard, he is now in a dither, not knowing which way to turn, what to do, or how to do it, to save himself. The solution is simple. Come down off that high bucking educational horse, turn back to simple Innate. Be humble. Be common. Forget associates who use him only as he tried to use them. Innate is one friend he can turn to now. Innate can and will bring him back to common sense Chiropractic IF he can and will bury that educated pride which has taken him out of the exclusive class and will restore him to the common inclusive mass.

Following that LD fone call to John, he wired us late that afternoon. Next day he arrived in Davenport. At 12:30 noon, he came to see us. We had a long frank talk—not about his wrongs or evils of mistaken irregularities—but about how Innate could contact him and bring his education to realization that Innate was the power to direct his footsteps along a successful road to greater things. We taught him how TO LIGHT A CANDLE and quit cursing the darkness. We explained how TO FIND HIMSELF. Time only can tell whether he heeds, accepts, and practices the inner life within himself.

There is a very strong binding parallel between what Innate does to a liver, as an example, in producing bile, and what Innate COULD DO in producing Innate thoughts in an educated physical brain. After all, educated BRAIN is a physical tributary to Innate brain, same as liver, spleen, etc., are tributary organs to the same Innate brain.

The Chiropractic principle is simple. Innate brain possesses knowledge and know-how to generate UNDERSTANDING of HOW to run ALL functions of a living body; transmit Innate mental impulse supply from brain through nerves to ALL parts of its body, where it performs action EXACTLY as Innate sent it forth to do, expressing intelligent motion, life, and health. If there be interference between brain and body because of a specific vertebral subluxation, producing pressure upon nerves, REDucing carrying capacity, REDucing normal quantity flow of mental impulse supply, then liver, spleen, or any organ, viscera, or tissue of the body slows down speed of action per unit of time, and dis-ease begins to exist and grow. Reversal of this process is equally true. If the specific vertebral subluxation is correctly adjusted, interference is released,

pressure is eliminated, carrying capacity REstored to normal, tissue cell speed is Re-established, and life and health begin to regrow back to normal. All this is directed, controlled, and performed by INNATE INTELLIGENCE. This IS THE premise, THE principle and practice OF CHIROPRACTIC, which every CHIROPRACTOR KNOWS, lives and prospers by, because his BUSINESS is getting SICK people WELL, and this IS THE ONLY WAY this can be done—via, through, and WITH the aid and help of Innate Intelligence.

Totality of the living human brain is divided into two parts: Educated AND Innate brains. Educated brain lives downstairs in front parlor room. It looks out on street, sees things, thinks things, does things it thinks need be done to live WITH outside world. This is the brain that goes to school, reads books, is taught how to read and write, how to use fork and spoon, etc. ABILITY it possesses to contact environment comes from Innate brain which lives upstairs in great big hall in rear of house, which is in contact with every floor, including basement, every room, every square inch of that house from roof to heating furnace and air-cooling plant. It knows what is going on everywhere, ALL the time, and directs forces WHAT to do, WHERE to do it, HOW to do it, because IT KNOWS WHY to do EVERYTHING. This brain is the master power station, THE master intelligence that has lived for millions of years, in millions of bodies; has a SUPER world of INTERNAL experience. The educated brain lives once, in one life, and has very LIMITED EXTERNAL experience. Peculiarly and inversely, educated man thinks he IS the great I am that I am, and tolerates the other Innate fellow upstairs only because it seems he must, whether he will or no.

It is the Innate fellow upstairs which runs that ENTIRE body, every minute of the day, in every tissue cell of that body. It is the Innate fellow upstairs that is willing, ready, anxious to suggest, advise, and help the educated fellow downstairs how to live a fuller life, how to think accurately, correctly, efficiently, and competently—if the fellow downstairs will let him.

But, here is the great divide. The LITTLE fellow downstairs thinks he is everything, knows everything, needs no advice from any other source. He blows and puffs himself into a gigantic egotistic conception of HIS importance and education-

ally completely ignores the other BIG fellow upstairs on third floor back.

Notwithstanding this ALL important, ALL capable, ALL knowing big fellow upstairs WANTS to advise the little fellow downstairs, little fellow locks door between, throws away the key. This makes a stymie between the two.

IF the little fellow would listen and heed advice of big fellow, let Innate flow through to education, educated fellow's life would naturally be a success, richer, avoid stumblings and mistakes, and life would be without many UNNECESSARY frictions and troubles which education artificially imposes upon itself.

As Innate IS NECESSARY and vital to getting sick people well, without which sick people could NOT get well, upon which the CHIROPRACTOR relies to get sick people well, without which the medical man NEVER CAN and NEVER DOES get any sick person well, so is Innate AS NECESSARY and vital TO GETTING EDUCATION to think straight, think soundly, correctly, efficiently, and competently, dealing with ITS problems as it contacts the outer world; for, after all, EDUCATED BRAIN is as much an organ attached to Innate brain as the stomach is an organ attached to Innate brain—only difference being that in one Innate manufactures thoughts; and in other, digestion. Digestion disconnected can go haywire, and so can disconnected educated thoughts.

From 12:30 to 3:00 p.m., we propounded this philosophy of an Innate process of living. He admitted everything we said, so far as adjusting vertebral subluxation, releasing pressure upon nerves, restoring normal flow of mental impulse supply between Innate brain AND BODY organs, to get sick people well. He could not accept THE SAME sound, sane, sensible premise of restoring normal flow of Innate mental impulse supply between INNATE BRAIN AND EDUCATED BRAIN to produce normal healthy INNATE THOUGHTS in educated brain.

We took our own life as an example of where WE ALWAYS LET INNATE TELL OUR EDUCATION WHAT to do, WHEN to do it, HOW to do it, and WHY. We reviewed our life from eighteen years on, when "we found ourself", when we secured this great big broad understanding that Innate knew more

than education; Innate was more capable than education; Innate was more intelligent than education; therefore, from eighteen years on, we LISTENED TO INNATE IN DIRECTING OUR LIVES. We reviewed the many trials, troubles, and tribulations, big fights against almost insurmountable odds, where we fought the most gigantic trust in the world, took an unknown and ridiculed new principle and practice and developed it into a successful professional empire; made it the second greatest drugless but only natural method in the world; reversed the old process of treating effects to adjusting cause; took a prejudiced world and gave them a new way of getting well; where we often were compelled to spank many of our children who, for mercenary reasons, wanted to and tried to seduce the pure and unadulterated Chiropractic into a bastard medical practice; where oftentimes the parent of his flock had to criticize some of his children who became delinquent kids, committing many crimes against this marvelous service to mankind; took this new method into every state and province and foreign countries—all done under the direct instructions from Innate to education.

When a problem arose, instead of thinking the little fellow in the downstairs front room, looking out over a crazy world he had made, that he knew the answer, we were cognizant that Innate had licked that problem millions of times during its millions of years; so we became receptive, relaxed, became willing, and waited until Innate would give us the answer in its own NATURAL way, at its own NATURAL time, when we were "in tune" and en rapport with Innate so Innate could come thru—and Innate always did!

We long ago learned the SIMPLE lesson that we educationally could not dictate to, suggest to, or advise Innate when, how, or why she should tell our education anything. We could not talk from the front room downstairs up to the all-important fellow living upstairs in that great big back room on third floor. But when the big fellow upstairs found time right, it would and always did communicate downstairs to us. We listened and followed its instructions. Regardless of how different or foolish they SEEMED to education, they always worked right. If we denied, ignored, or repudiated those quietly transmitted thots, we always lost. When we re-

ceived them, acted on them pronto, we always came out the big end of the horn of plenty.

HOW did the upstairs big fellow communicate its knowledge to the little fellow downstairs front? BY THOT-FLASHES which we long ago proved to be real, thru our electroencephaloneuromentimpograph of Innate brain to educated brain graphs, with their characteristic graph wave patterns. In making these timpograph graph wave patterns on thousands of people, we observed certain isolated patterns which duplicated themselves when a thot flash was coming thru from and between Innate brain and educated brain. For the first time, we had definitely AND SCIENTIFICALLY proven, thru impluses flowing efferently between two brains, these graphs were expressing a thot which Innate in Innate brain was delivering to education in educated brain. We isolated this pattern and were able to identify it as tho it were a spoken idea. Long ago we learned that WHEN Innate thot-flashes came, they MUST BE accepted for full face value and acted upon AT ONCE, regardless whether we educationally thot they were right or wrong, good or bad, would or would not work. To do this was to humble education but we looked up to Innate and heeded its counsel.

WHEN do thot-flashes come from Innate to education? Anytime, day or night, when Innate knows conditions are JUST right. When and what ARE these "conditions"? They almost always come when education is least active, most absent, on a vacation. Many people find comfort and surcease in prayer in the quietness and solitude of a church where and when they think they are holding communion between themselves and their God, when in reality they are contacting more closely themselves to their own inner Innate selves. Possibly one is in the woods just sittin'; or he may be sittin' on the back porch looking at the river, smoking a good cigar; or he may be out fishin' where all is quiet and serene and all the hustling bustling city is miles away and is shut off from other cares and worries which jam clear thinking; or he might be playing golf miles from all disturbing influences but where he is surrounded with peace; or he might be asleep when education is totally absent and Innate can wake him to plant an "inspiration" as they are sometimes

called. Often we think of the yogis or mahatmas of India who sit for hours THINKING NOTHING, to receive SOMETHING WORTH WHILE. We have known propounders of world-wide movements to go off "into the silence" to meditate. It is when education IS MOST NON-COMMITTAL that Innate IS MOST COMMITTAL. When educated mind is quiescent, Innate sneaks in and plants thots worth while of vast human values. "Wasted time" doin' nothin', is oftentimes the most valuable time we spend.

(This idea of getting away from trivialities to gain retrospection of things at home is not new to us. To those who are conversant with principles laid down in our SELLING YOURSELF, which we delivered more than 5,000 times around the world, you will recall the very principle we here discuss was discussed then, and that was thirty-three years ago. We now reprint that portion for purpose of further clarification of our then-thinking, to now-thinking the same fundamental, down thru the years.)

"The average business man has long since forgotten Rule No. 9, 'Don't take yourself too damn seriously.'

"Thousands of business men have one fault in common. They are so close to their own thoughts, their own minds, their own selves, desk, office, friends, employes, clerks, detail, correspondence, that THEY SUFFER FROM THE ILLUSION OF THE NEAR. They are with what they think, see, and do so much at a time that they take it all too seriously and thus suffer from the nearness of themselves to themselves.

"I now live in a town where I am sold to everybody. They call me 'B. J.' everywhere. I live in an immediate family of some 5,000 whom I bring to that city, who love me and I love them. These people appreciate what I do for them. They tell me and I listen to the plaudits of deeds well done. People come from far and near to thank me for what I have done, via some salesman. All of which makes me take my detail seriously. I suffer from it.

"YOU need the vision of the far. I need it. I keep my grip packed and when I begin to take my reform work seriously, right then is when I book a few Rotary, Kiwanis, and other club talks and hie myself away from thots, ideas, work, students, school, friends, that I might GET MYSELF AWAY FROM MYSELF; that I may walk the streets of strange towns, see strange faces, listen to strange tongues, that I may get the proper perspective of myself.

"At home I go down the streets and EVERYBODY knows me. Away from home, I go down the streets and NOBODY knows me. At home everybody is used to my long hair. Away from home I sometimes wish I could cut it off. Strange faces, people and remarks bring me back to earth and reteach me my real work yet to be done.

"Many people suffer with a constipation of thot and a diarrhoea of

words. Many a man has the eyesight of a hawk and the vision of a clam.

"Going away from home makes a man shut up and think. It also teaches him to overlook the hawky detail and gain a distant vision of himself, his service, and his Big Job.

"Every man owes it to himself, his people and his service to go away about every so often. The more detail he has, the oftener he should go. The more worries, the more he needs to go. The bigger his work the longer his vacation should be.

"He should go to conventions, attend luncheons, go fishing or hunting, anywhere that he may get away from himself; that he may sit on the banks of the river and there see himself at his desk, with his people, on the job. It is surprising how foolish all of us look when we gaze at ourselves after we get away from ourselves and see ourselves as others see us. Bobby Burns was right!

"Many a man realizes without analyzing. A certain clothing merchant of our city is noted for his ancestral business qualities. Business and money are his gods. Yet this same man told me recently that he is now playing golf two afternoons a week. I inquired as to how he could get his mind into that state where he could make it pay. He tells me that the next morning he works three times as hard and accomplishes more than three times as much work. He comes home tired, sleeps sound, wakes up refreshed, and piles in solid. Playing golf, he realizes the vision of the far without the mental analysis that accomplishes the end. He stumbled upon the conclusion and even yet doesn't know. You and I can go into this with comprehension and intention.

"I am told that John D. Rockefeller rarely went near oil fields; that Mr. Carnegie knew little about steel itself; that John H. Patterson spends months in Europe away from his huge plant, to know better how to run it when at it; that James Gordon Bennett managed the New York Herald from Paris; that Mr. Pulitzer managed the New York World from afar; that Mr. Wanamaker spends, and Marshall Field did spend, four months out of the twelve in Europe for the express purpose of gaining vision; that a Boston department store manager is responsible for this statement: 'I just study other businesses at least THREE MONTHS every year in order to manage my own business properly the OTHER NINE.'

"We should get away from ourselves, our office, our business to get the proper perspective on its service."

(Selling Yourself, page 86-88. Answers, Vol. xxviii, Palmer, 1952.)

We pointed out that EVERY SUCCESSFUL great man who had left his imprint on the paths of mankind had almost always been an ignorant man, as formal education is concerned; but he had been and was a man who had learned exact lesson we were now propounding—he listened to that wee sma' voice of Innate, followed ITS ideas, and thus developed things which moved worlds upward and forward.

Peculiarly, as we pointed out to John, the same Innate that was in every one of those men was IN HIM NOW; that HE possessed the same great dormant potentials as they, which could be processed and possessed into active reality; that he could have Innate work as well as they, if HE went about it the same way THEY did.

For 2½ hours, John listened attentively, seriously. thoughtfully. Frequently he nodded his head in acquiescence. He agreed positively when we referred to how sick people got well; hesitantly, when we referred to HOW to Innately think natural educated thots normally, John understood difference and futility between trying to get sick well by plastering, prescribing, injecting, stimulating, or inhibiting symptoms and pathologies from the outside. He understood clearly the genuine values we had in Chiropractic by opening channels between Innate brain and Innate body, permitting natural flow of pure mental impulses to flow to sick part, allowing time to rebuild dis-ease back to normal. All this, UP TO THIS POINT, was clear, understood, and agreed to. But when it came to following THE SAME PROCESS in permitting Innate to cure educated incongruities, inconsistencies, unnatural and abnormal processes of educated thinking — THAT was beyond his educated comprehension.

Time arrived when our Innate told us we had told John our story. Innate told us to stop and let him meditate upon it, accept it if he would and if he could. After a few minutes, some of John's ossified education returned with its muddled, mixed, mazes and masses of complexities. He began to argue, discuss, and in parts deny our premise of how to live a better life. Having planted the seed, we could not stay with him for weeks or months to feed it, water it, and see it grow in him, to produce its fruit. That was HIS job from here on in.

At 3:30 we called Mary at the hotel. She came, and we spent a very pleasant afternoon until 5:00 p.m. when we had a bite to eat in the cafeteria, and we parted, as one friend who TRIED to light the candle of another friend. It was interesting to note that Mary, with woman's "intuition" grasped more of this philosophy of how to live, quicker and better than John.

As gracefully as we could, we tried to break down John's

educated super conceit into a humble person, to break down his educated egotism and to replace it with a super knowledge of the all-importance of Innate. Did we succeed? Time will tell!

At time of writing this story of our efforts to light John's one candle rather than to curse his darkness, we have our doubts, because at times he would permit us to light his candle, only to have him blow it out with arguments of why and how it couldn't work.

Long ago we learned Innate will not let us FORCE issues. Man must take time to GROW to newer standards, and GROWTH takes time exactly the same way a sick man must take time to REGROW back to health. You cannot temporarily stimulate or inhibit educated symptoms and expect Innate permanency. Whether John will adjust his educated sublaxations and restore Innate to his educated thots is debatable. But we have the Innate satisfaction of knowing we TRIED to supplant our life's evolution and how we lived, to John's involutions.

Chapter XLI

ANSWERS ARE OBVIOUS

Answers to ALL questions of inferiority of "education" and superiority of Innate are obvious. WHY think YOU can, and WHY try to supplant or replace Innate? If you CAN'T, let INNATE do ALL things which INNATE alone CAN do, in health, sickness, or in restoring health when sick. The principle is simple, practice is simple, results are simple.

Is it, or is it not better part of better educational judgment to study Innate, Innate's ways and accomplishments, placing all emphasis upon IT and less value upon education, per se?

Why maximize "education" when it has SO LITTLE to do, give, or offer, and minimize Innate when it is THE ALL-IMPORTANT architect, builder, director, and controller of ALL internal functions of ALL natural composite objects?

Render unto Caesar things that are Caesar's, and unto Innate the things that are Innate's.

99 and 44/100 of getting sick people well is Innate. Educationally, we are that little simple twist of the wrist—the minor 56/100 of one per cent.

Chapter XLII

WEAK LINKS

The fundamental one WEAK link in medical armamentarium which destroys entire structure which is the corner stone of medical anatomists and physiologists, is ERRONEOUS theory that their FINITE (educated) mind can and does substitute for their INFINITE (Innate) mind; and their FINITE (educated) mind IS their INFINITE (Innate) mind. Or, as they term them, their FINITE (educated) mind IS their INFINITE (Innate) mind, the know-it-all, regulating, health-giving, life-producing, health-restoring, mind; and the "sub-conscious," "non-conscious," "un-conscious" mind IS the finite, knows little, does little, mind.

The fundamental one WEAK link in minds of some so-called "chiropractic" thinking is that they inconsistently ape this medical theory with medical practices, denying it all when they give adjustments to a vertebral subluxation as the INTERNAL cause of dis-ease.

Chapter XLIII PURIFICATION

If actions speak louder than words, physicians and some so-called "chiropractors," teach, believe, and practice the "belief" that what THEY think medically, via stimulating and inhibiting treatments and prescriptions, is the all capable method of directing, regulating, and controlling functional approach, thinking that so doing induces EXTERNAL health producing healing and curing disease.

Medical men and some so-called "chiropractors" believe the concept that when they attend a medical or so-called "chiropractic" college and study materia medica therapeutics, they can and do, as THE person of first part, thru medical methods of treatment of disease, restore health TO person of second part.

Chiropractors, per se, who KNOW Chiropractic, KNOW there is nothing THEY as party of first part CAN give or take away from a sick person as party of second part, that CAN restore health; that normal, natural life, health, and function are INTERNAL inherent Innate qualities and quantities exclusively, which flow from above down, from within out, within patient himself or herself.

Therein lies TAP-ROOT reason for failure of medicine and all medical methods to get sick people well from without; and TAP-ROOT reason for success of Chiropractic to make it possible for sick people to restore health to themselves from within.

Greatest problem confronting a long worn-out, long-delayed, disgusted mind of the sick, of restoration of health to a sick vertebrata, is to wean medical men FROM age-old theories and inculcate this new modern success method of Chiropractic in minds of Chiropractic students. Medical men KNOW they ARE failures. Chiropractors KNOW they ARE successful. However, there are medical hybrids thinking to cross-breed species of finite with infinite, affirmation of greatness of finite with denial of greatness of infinite, failing to reproduce health.

Some so-called "chiropractors" also try to cross-breed affirmation of successful Chiropractic PRINCIPLE species with

failure medical species IN PRACTICE, which also fails to reproduce health. Both of these groups think in terms of cross-breeding species, advocate one species and defeat its application in practice with another species; both failing to reproduce objectives demanded by the sick. To REproduce, law of PROduction MUST be followed. No educated man has ever defeated the natural, normal law of species, confining his reproduction to and within themselves. Man cannot do what Innate has not done before him.

Unknowingly, unwittingly, and ignorantly, some so-called "chiropractic" colleges and some so-called "chiropractors" preach, talk, and advertise CHIROPRACTIC philosophy, as one species, to convince sick they HAVE something different, new, better; then try to cross-breed in practice old thread-bare medical treatments as a failure substitute.

A genuine CHIROPRACTOR preaches what he practices, and practices what he preaches. He confines thinking and acting to one natural law of breeding one species to others of like species.

When sick people awaken to realization there IS a difference between some and other Chiropractors, medicine will reach its Waterloo and CHIROPRACTIC will quickly come into its own.

THOT AND ACTION

Educationally, we THINK we THINK a thot. What IS a thot? Who knows? Yet we are convinced we have such. Educationally you think ONE thot at a time—such as, RAISE RIGHT ARM. You do! Action occurs, discriminating, RAISING RIGHT arm, not LOWERING LEFT arm, executing a certain definite KIND of action expressing THOT. What bridges gap between thot and action, brain and muscle? All we know or THINK we know is it takes energy to move matter, an idea impregnated into energy to do a certain thing. Motion in any composite natural object, such as bipeds and quadrupeds IS muscular contraction, with alternate relaxation to permit contraction again and again, ultimately to form function. HOW is this current of mental energy alternated, pro and con? Who knows? How does THOT get from brain to distant muscle? Does so-called mental impulse, or nerve force, flow thru, over, or by atomic pressure between brain and body? Who

knows? Is that impregnated with a designed intention in mind which eventually executes that design in body? It appears so.

The SUM TOTAL of ALL EXTERNAL educated thots, AS you think them, WHEN you think them, in THE WAY you think them; the breadth and depth of EXTERNAL subjects you think, and HOW you put them into action, determine the quantity and quality of thots you think, which forms the pattern of your life's EDUCATED personality which differentiates YOU from other people. In EDUCATION, no two people ARE alike. This you are reasonably certain exists. Educated actions display type, individuality, of EDUCATED personality.

That IT, that WHAT, that SOMETHING, INNATE, also thinks trillions of INTERNAL simultaneous thots, sending and receiving, from and to every tissue cell, every second of time, directing trillions of muscular contractions, sum total of which work harmoniously to ONE INTERNAL ultimate unit objective, viz., normality, health, life. Innate, too, displays ITS personality AS it thinks them, WHEN it thinks them, in THE WAY it thinks them; the breadth and depth of INTERNAL subjects it thinks, and HOW it puts them into INTERNAL action determines quantity and quality of thots it thinks, which forms the pattern of ITS INNATE personality, with this one distinctive difference; ALL INNATES ARE ALIKE, are internally uniform, are dependable to always do same thing, same way, in all people alike. This we CAN BE CERTAIN also exists. Innate, too, displays ITS personality in actions personified.

This EDUCATED personality has that and still thinks of this Innate personality as "sympathy," "sub-conscious," "non-conscious," "un-conscious," "reflex action," "instinct," "nature" as physiological explanations that do NOT explain what occurs AS it occurs.

Paradoxically, religiously, we educationally think of "that something" within as a soul, spirit, ego, to be saved, emulated, worshipped, as something superior to education. There IS a common meeting ground on which logic, reason, and facts DO unite all religions and functions into ONE common denominator when Innate is known.

Chapter XLIV

EVOLUTION

Two new EVOLutions that are REVOLutions will be presented to you.

There is a difference between EVOLution and INVOLution. To INVolve is to in-breed, fold inward and backward into medicine. Medicine has always been an INVolution process. To Evolve is to unfold from within out—that is what makes CHIROPRACTIC. We have endeavored to keep it that way.

The value of new ideas is they PRACTICALLY apply themselves to a BETTER SOLUTION to the problems at hand.

The value of any NEW applied method is not in its complexity or cost, but how much it renders an improved increased service to the sick.

Any APPLIED method which helps to more FIRMLY establish a more POSITIVE knowledge of and PROOF of THE SPECIFIC CAUSE OF ALL DIS-EASE helps us bring a better race of human beings.

All have more or less woven back and forth thru many methods of trying to better apply the art of adjusting. We have shifted from one gadget or method to retain good and discard less worthy. We have a right to be skeptical of the most.

The PSC has had ideas presented without end. Majority are worthless; many are impractical; some are immature so far as our ultimate objective was involved. Some had some merit. Few had sufficient merit to justify accepting them after testing and researching their values.

The PSC has had endless opportunities to accept theories and complicated adjuncts offered, with hope we would adopt and sell them to our people. We ALWAYS refused to accept, support, endorse, or offer ANYTHING to our profession which we were convinced had little, if any, merit which WOULD step up our percentage of successes and reduce percentage of failures. That we could add complications was

obvious. That we could have temporarily made a harvest raking in shekles of the ignorant who buy anything that would fake the sick, was obvious. TEMPORARY wealth would destroy confidence the profession had in our judgment and in our institution. We never have sold our name or reputation for money. When PSC endorsed or supported ANYthing, you could know we were satisfied it was a step upward and forward helping us reach the goal we set to reach when eighteen, viz., TO FIND A SPECIFIC FOR THE CAUSE OF ALL DIS-EASE AND THEN LEARN BETTER HOW TO CORRECT IT. We never have lost sight of THAT objective for one minute, or wasted one thot to the contrary.

We hardly need repeat—altho its does not come amiss to remind you—we have been in this work trying to develop an art of adjusting 60 years. In 1953 we presented two of the MOST advanced steps.

How we approach sick problem depends on what our objective is. If it is money-grabbing, regardless, these evolutions will not interest you. If it is back-bone punching, regardless, these evolutions will not interest you. If it is information you seek TO KNOW regarding location of adjustment of vertebral subluxation specific as THE CAUSE of ALL dis-ease, you WILL BE interested in these new simple developments.

The two developments are THE CHIROMETER and THE P-T-A.

Chirometer is an ADDITIONAL instrument which gives additional information to solve border line cases. It is an ADDITIVE method. It does not displace, replace, or eliminate anything established today. It works side by side, hand in hand with NCM, NCGH, Spinograph, and Timpograph.

We researched these potentials in the BJP CC for months. Clear View has done the same on mental cases. We spotted a few, here and there, in the field, to get field viewpoints. We researched them side by side with our other instrumentation.

The P-T-A very materially steps UP our percentage of results, quicker, on worse cases, on more cases, making more certain and more positive getting sick people well. Simple as it is, ridiculous as it seems, it has been doing things we NEVER could do before. It IS simple, as are all

great ideas. That is its strength. And don't let that simplicity fool you. It is astounding to us to find field men literally calling it the "miracle adjustment," and for good reasons.

These, in conjunction with other evidence, prove the ONLY place there can be or is a vertebral subluxation is at occipito-atlantal-axial area. It again proves emphatically that a proper adjustment at that area will get more sick people well quicker than any other. The P-T-A makes this a greater possibility.

Instruments do not THINK. They produce EVIDENCE. YOU must interpret the evidence, then act upon it.

We here find it difficult to keep the lid tight on enthusiasm over these two SIMPLE additions to our ways of securing Innate information of what goes on inside sick bodies. Innate knows, but we want to know also. Evidence helps. These two new methods have given us more deep convictions, more stability in our ability to do the proven thing. It eliminates more guess work so many suffer with.

Both of these new processes were taught for the FIRST time to our profession in 1953. Chiropractors were proud to go home knowing THEY would be THE FIRST to introduce this work in their offices. They found it difficult to keep sober when they KNEW what they WOULD DO in stepping up percentages.

And—what is above all—they won't be subluxating themselves in adjusting subluxations in others.

TABLE OF CONTENTS

FAME AND FORTUNE

	PAGE
FOREWORD	9
CHAPTER I STRONGEST LINK	13
II TIME	15
III ONE CONFLICT	18
IV ULTIMATES	19
V AN ANALOGY	20
VI "NATURE"	21
VII CONSTANTS	22
VIII MEMORY	23
IX FUNCTION IS BILATERAL	25
X WHAT IS SOURCE ?	30
XI "EDUCATION"	34
XII CLAR!FICATION	36
XIII HOW ?	38
XIV INITIATIVE MEN	42
XV HIBERNATION	43
XVI DIFFERENCES	44
XVII EXAMPLES	49
XVIII DUALITIES	51
XIX WHAT IS INNATE INTELLIGENCE ?	54
XX IT	58
XXI SLEEPING	59

CHAPTER	PAGE
XXII WHAT CONSTITUTES A "MIRACLE?"	61
XXIII CONFLICTS CLARIFY	63
XXIV WEAKEST LINK	64
XXV ACCIDENT OR INTENTION ?	65
XXVI AMAZING	67
XXVII EQUALITY	68
XXVIII AN ELABORATION	69
XXIX ORIGINATORS	75
XXX CONCEPTION	77
XXXI QUEER	79
XXXII "MIRACLE" WORK SHOP	81
XXXIII DISCONNECTED	83
XXXIV WHAT IS IT ?	87
XXXV SO !	92
XXXVI INCONSISTENCY	95
XXXVII THREE GROUPS	96
XXXVIII APPLY IT, IF YOU CAN	98
XXXIX MEDITATIONS	100
XL A MAN WHO WAS LOST	105
XLI ANSWERS ARE OBVIOUS	120
XLII WEAK LINKS	121
XLIII PURIFICATION	122
XLIV EVOLUTION	125

